

Life Skills Grade 2

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Online:

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C O N N E X I O N S

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Chapter 1

Term 1

1.1 MY FAMILY¹

1.1.1 LIFE SKILLS

Grade 2

MY ROLE IN MY FAMILY

Module 1

MY FAMILY

¹This content is available online at <<http://cnx.org/content/m27854/1.1/>>.

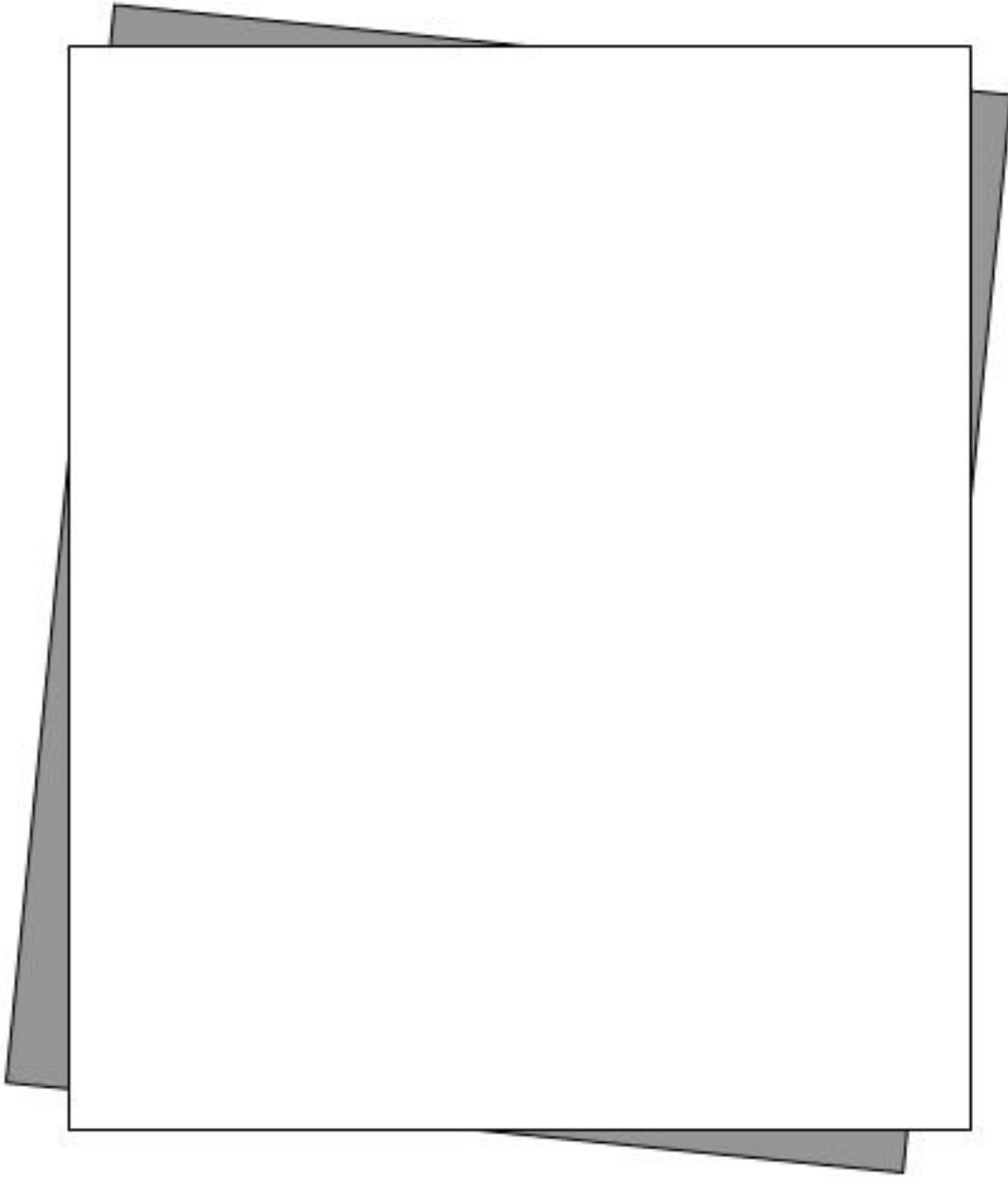


Figure 1.1

- My interview with .
- Draw or find a picture of Granny/ Grandpa.

Question 1:	Answers
Question 2:	
Question 3:	

Figure 1.2

Draw an old item from Granny's time.

- Draw a picture of what this item would look like today.
- Can you spot all the differences?

1.1.1.1 Recognizing my feelings

Sometimes we are given responsibilities. How do you feel about some of the things that you are expected to do? Knowing how you feel about them can help you decide how to behave.

- Read the different situations below and decide how you feel about each one.
- Put a cross in the box that best describes your feelings.

Activity	How do I feel?		
I have to dress myself and make my own bed.	I am pleased to be so responsible	I am cross because it takes a lot of time	I am miserable because I can't make the bed
My mom thinks I should help more in the house.	I am glad that I can help her	I would rather watch television	I want to help but she asks me to do things that are too difficult
I have to look after my little brother/sister.	I like playing with him/her	I worry that he/she might get hurt and then I'll get into trouble	I would rather play with my friends

Figure 1.3

1.1.2 Recognizing my feelings

Activity	How do I feel?		
My dad says I must work for my pocket money.	I would feel good about earning my own money	It had better be a lot of money	I think I should just get the money anyway.
I have to share my toys with my brother or sister.	I don't mind sharing as long as they look after them	I will share my toys if they share their toys with me.	I don't want anyone playing with my toys. They just break them.

Figure 1.4

1.1.3 Class discussion

Discuss what one can do in response to the negative feelings, e.g. being miserable because of not making the bed. The class must find a solution, e.g. Mom must teach him to make a bed.

1.1.3.1 Family role-play

Group work: Your teacher will divide you into groups with a father, mother, brother and sister.

1. What is the problem that your family has to face?
1. What is the role you are going to play?
3. Imagine how you would feel about the problem. Choose a word that best describes the way you feel. When you think what you want to say, remember this:

I must say	1	2	3	4
what the problem is				
how I feel about the problem				
how I will solve the problem				

Figure 1.5

-
- If you are pleased with your work, give yourself a 4.
 - If you think you can do better, give yourself a 2.
 - If you think you should do much better, give yourself a 1.
 - Now think how you worked with your group and give yourself a mark.

Did I work well with my group?	1	2	3	4
I waited my turn				
I listened to the others				
I kept to the time limit				

Figure 1.6



Figure 1.7

Families provide a safe environment for us to explore the world and our relationships with the people around us.

- Remembering things that have happened in your family, what will you do in the following situations?
- Write down what you would say.

1. Your teacher says you must share your crayons.
2. Mom is late fetching you.
3. Your friend is unkind to you.
4. You can't swim but don't anyone to know.
5. You see someone bullying your friends.
6. You are not chosen to be in the team with your friends.

Make a special card for someone in your family. Decorate it and write a kind message in it.

Do it as follows:

- fold an A-4 page in half;
- decorate the front with feathers, beads or seeds (try finding something from your environment);
- write a message in the card.

Before you make your card, first draw it in the frames below and write your message.

- My card is going to look like this:

Front:	My message:

Figure 1.8

- Have you perhaps made someone in your family happy today? _____

1.1.3.2 Assessment

Learning Outcomes
LIFE ORIENTATION
LO 3
PERSONAL DEVELOPMENT The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment Standards(Ass)
We know this when the learner:
3.3 shows and identifies different emotions, including respect for living things;3.4 demonstrates appropriate behaviour in conflict situations;3.5 demonstrates appropriate classroom behaviour, including group work skills.
HISTORY LO 3
HISTORICAL ENQUIRY The learner will be able to interpret aspects of history.
We know this when the learner:
3.1 retells a story about people or events in the past;3.2 chooses, describes and talks about an object that represents the past.
ARTS AND CULTURE LO 3
PARTICIPATING AND COLLABORATING The learner will be able to demonstrate personal and inter-personal skills through individual and group participations in Arts and Culture activities
We know this when the learner:
3.2 works with a partner in role play and switches roles in a teacher irected dramatic play;3.3 uses events from own life as a basis for dramatic play.
TECHNOLOGY LO 1
TECHNOLOGICAL PROCESSES AND SKILLS The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.
We know this when the learner:
1.3 (designs) – chooses suitable materials or substances to make products, and suggests some ways they can be used to satisfy a problem, need or opportunity.

Table 1.1

1.1.3.3 Memorandum

Let the children compare answers. Compare individual and cultural differences. Help them to see differences and similarities in households of similar and very different cultures.

Divide the class into “family groups” and give each group a problem, or two groups can even have the same problem. Let them role-play a family addressing the problem. Each child should each say about three sentences. They should remember how people felt about the jobs they had to do. They must state the problem, suggest solutions and choose the best one, (remembering to consider everyone’s feelings) and saying why it is the best.

Helpful hint: The groups may become noisy in preparing their little play. To help control the groups, give each family member a role, e.g. Mother must keep the group quiet, Father must make sure everyone has a turn to speak, Sister must write down the script and Brother must control the “button”. Give each group

a button or token. (Each member of the group may only speak when they are holding the button. Brother must give the speaker the button before the speaker can make his contribution to the discussion).

The groups perform their plays. Discuss and compare solutions. Are they really solutions? Has someone else now got extra work to do? Maybe Kate was actually afraid of the dog? Making her brother feed the dog won't help her face her fears and her brother may just be resentful that he has to do her job. Repeat the activity, but give the groups different problems to solve.

1.2 OUR DUTIES AS A FAMILY²

1.2.1 LIFE SKILLS

Grade 2

MY ROLE IN MY FAMILY

Module 1

OUR DUTIES AS A FAMILY

²This content is available online at <<http://cnx.org/content/m27858/1.1/>>.

1.2.1.1 The Family



Figure 1.9

1.2.2 Questions for discussion:

- What do you notice about this picture?
- Does your family look like this?
- Is it wrong?
- Why?

1.2.2.1 How do families live together?

Think of your own family and answer the following questions.

1. What work does your father do in the house?
2. What does your mother do?
3. What do you do?
4. What do your brothers and sisters do?

Monday:	
Tuesday:	
Wednesday:	
Thursday:	

Figure 1.10

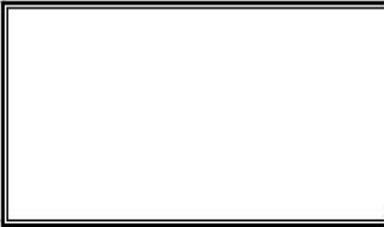
Friday:	
Saturday:	

Figure 1.11

Sunday: At last a time to rest! What do you do with your family on Sundays?

- Draw a picture to show what your family is doing on a Sunday.

Which pictures match each other? Who do you think should do the job? Join the pictures. Colour them in neatly.



Figure 1.12

1.2.2.2

1.2.3 Duties

While you have been doing your duties, your family has been busy with theirs. Do you think everyone likes doing his particular job?

- Ask everyone the following questions to find out what they feel about the work they have to do at

home.

- The table helps you set out and compare answers.

Questions	Answers			
	Dad	Mom	Brother	Sister
What jobs do you like doing?				
What jobs don't you like doing?				
Do you have too much to do in the house?				
Should someone else help? Who?				

Figure 1.13

- Draw a picture of you doing one of the nasty jobs. How do you feel?
- Now draw yourself doing the job you like best. How do you feel now?



Figure 1.14

1.2.4 Assessment

Learning Outcomes
LIFE ORIENTATION
LO 2
SOCIAL DEVELOPMENT The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
Assessment Standards(Ass)
We know this when the learner:
2.1 discusses children's rights and responsibilities;2.4 identifies values and morals from diverse South African cultures.
lo 3
PERSONAL DEVELOPMENT The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
We know this when the learner:
3.4 demonstrates appropriate behaviour in conflict situations;

Table 1.2

1.2.5 Memorandum

1.2.5.1 List things that children can do.

Refer to children's rights according to the constitution.

Keep the diary page that follows for a week. Encourage them to take on a responsibility if they don't have one. They must still abide by the constitutional rights of children.

1.2.5.2 SUMMARY OF CHILDREN'S RIGHTS

- Children have the right to be heard and the responsibility to listen.
- Children have the right to medical care and the responsibility to take care of themselves.
- Children have the right to be educated and the responsibility to take learning seriously.

- Children have the right to be loved and the responsibility to care for others.
- Children have the right to learn the language of their parents and the responsibility to respect the languages of others.

Children have the right to be proud of their heritage, traditions and beliefs and the responsibility to respect the beliefs of others.

- Children have the right to have a safe home and the responsibility to keep that home clean and tidy.
- Children have the right to make mistakes and the responsibility to learn from their mistakes.
- Children have the right to get enough to eat and the responsibility not to waste it.

Make the children aware of their responsibilities as well as their rights.

Discuss the learners' findings and isolate one problem, e.g.

- Toby's mom has too much ironing. What do you think happens when she is tired of all the ironing?
- Jill's Dad is tired when he gets home from work and then he still has to mow the lawn? How does he feel?
- Kate doesn't want to feed the dog. Why not?

Chapter 2

Term 2

2.1 FRIENDSHIP¹

2.1.1 LIFE SKILLS

2.1.2 Grade 2

2.1.3 ROBINSON CRUSOE

2.1.4 Module 2

2.1.5 FRIENDSHIP



A long time ago there was a man named Robinson Crusoe. He was making a journey by sea. In those days the ships were wooden with many sails. The ship was caught in a terrible storm and was tossed about on the waves. The captain lost control and many of the crew were swept overboard. Eventually the ship was blown onto some rocks and broke up in the rough sea. One man was washed up onto the shore. It was Robinson Crusoe.

When he regained consciousness, Robinson saw that he had landed on a sandy beach. He saw the wreck of his ship stuck fast on the rocks. When he felt better he swam out to the broken ship and managed to find food and all sorts of useful things. He also found the captain's dog.

Over the next few days he built himself a shelter with the wood from the ship, using the tools he had found. He needed protection from the weather and wild animals.

He had also taken a gun and, armed with this, he had searched until he found a fresh water supply. He found berries growing and other fruit. He also shot small animals to eat. Robinson planted some of the seed that he had taken from the ship and made a garden.

Soon he had made a comfortable home. It should have been perfect. Why wasn't it?

Robinson Crusoe washed up on the beach.

- Colour the picture.

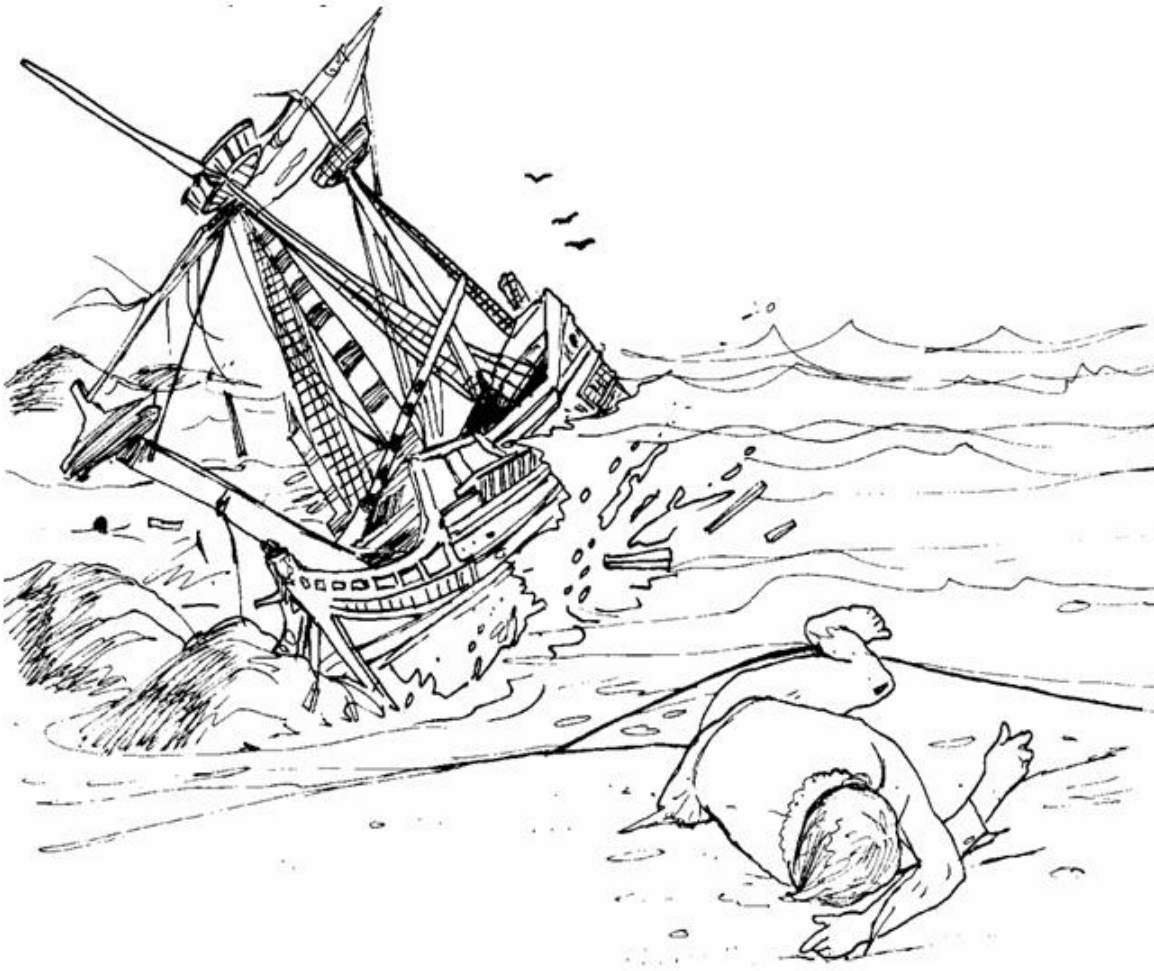


Figure 2.2



Figure 2.3

Who would you choose to have as your companion if you were ship wrecked?
Look at each situation and decide what kind of person he/she should be. Underline your choice.

2.1.6 A deserted island.

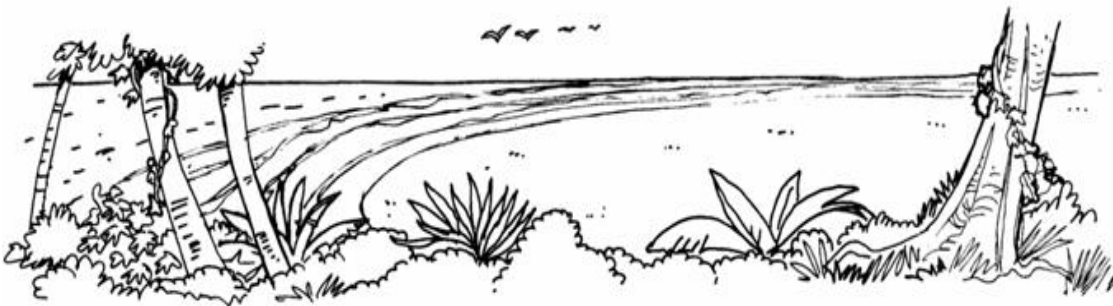


Figure 2.4

You are washed ashore and you see a body next to you. It is your best friend. The two of you decide to explore the place. There are thick bushes at the top of the beach. You are both very scared, but you need to find water.

- (a) An **unkind** friend teases you about being scared and dares you to go in alone.
 - (b) A **caring** friend takes your hand and says “Let’s do this together.”
-



Figure 2.5

You find some water. You realize you should also try to find fresh fruit or vegetables. All of a sudden you spot a tree with fruit on it. The birds have eaten most of the fruit, but there is one delicious looking piece of ripe fruit.

- (a) A **selfish** friend grabs it first and says “Finders Keepers!”
- (b) A friend **who knows how to share**, says, “It must be safe to eat because the birds have eaten the rest. Let’s share it.”

Then you go back to the beach where you feel safer. It is getting dark and you need to find somewhere to sleep.

- (a) A **thoughtful** friend says “Let’s make a place where we can both be together.”
- (b) A **competitive** friend says “Let’s separate and see who can find the best spot.”



Figure 2.6

That night you feel really scared and worried. You wonder if you will ever be found. You imagine all sorts of animals coming after you. You cuddle up to your friend, but it doesn't help. Suddenly you can't be brave any more and you burst into tears.

- (a) A **kind** friend will comfort you even though he/she is also scared.
- (b) A friend who **only cares about himself**, will say, "Oh don't be such a crybaby and go to sleep."

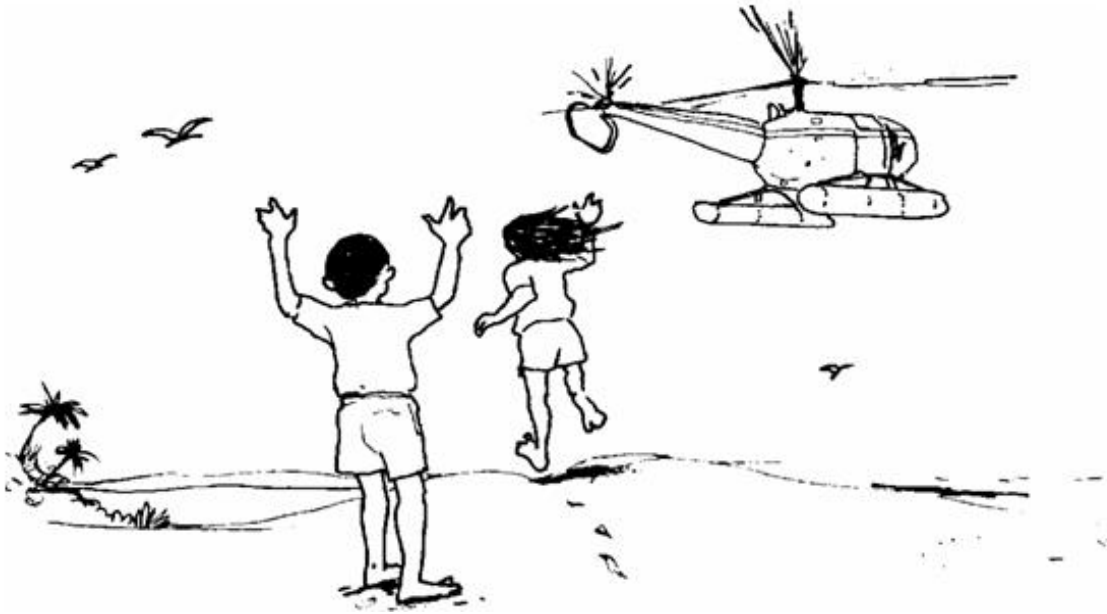


Figure 2.7

The next morning a helicopter is flying overhead, obviously looking for you. You both jump up waving your arms and shouting. The helicopter lands and you are saved.

- (a) A **boastful** friend tells the rescuers that you were so scared that you cried and he/she didn't.
- (b) A **loyal** friend just says that you are both so happy to be found.

Read through your answers and discuss them with your group.

2.1.7 Now write out the qualities you would appreciate in a friend.



Figure 2.8

- Draw a picture of your best friend.

2.1.8 Assessment

Learning Outcomes
LIFE ORIENTATION
LO 2
SOCIAL DEVELOPMENT The learner will be able to demonstrate an understanding of and responds to constitutional rights and social responsibilities, and to show an understanding of diverse cultures and religions.
Assessment Standards(Ass)
We know this when the learner:
<i>continued on next page</i>

2.3 lists qualities of a good friend and gives reasons;
ARTS AND CULTURE LO 1
CREATING, INTERPRETING AND PRESENTINGThe learner will be able to create, interpret and present work in each of the art forms.
We know this when the learner:
1.1 (composite) - responds to stories, games, pictures, poetry and cultural experiences from the immediate environment as stimuli for representation in any art form.

Table 2.1

2.1.9 Memorandum:

- Let the children discuss the situation. What did Robinson lack?
- Lead the discussion to the fact that he had no companionship. What kind of companion would be desirable? After all, he did have the dog!
- Who would they like to be shipwrecked with? Why? They might choose friend or family. But the qualities in the companion of their choice would also be those of a good friend. The following questions should help the children to arrive at the qualities they would like to have in a friend.
- Bring the children's attention to the description of people's qualities, written in Bold. These qualities can be discussed as well. The children may also have other adjectives to describe the qualities, which are revealed in the situations below.
- Once they have identified these qualities, they may write them out under the title 'A good friend is.....'. This could be in the form of a poster.

2.2 HEALTHY EATING²

2.2.1 LIFE SKILLS

2.2.2 Grade 2

2.2.3 ROBINSON CRUSOE

2.2.4 Module 2

2.2.5 HEALTHY EATING

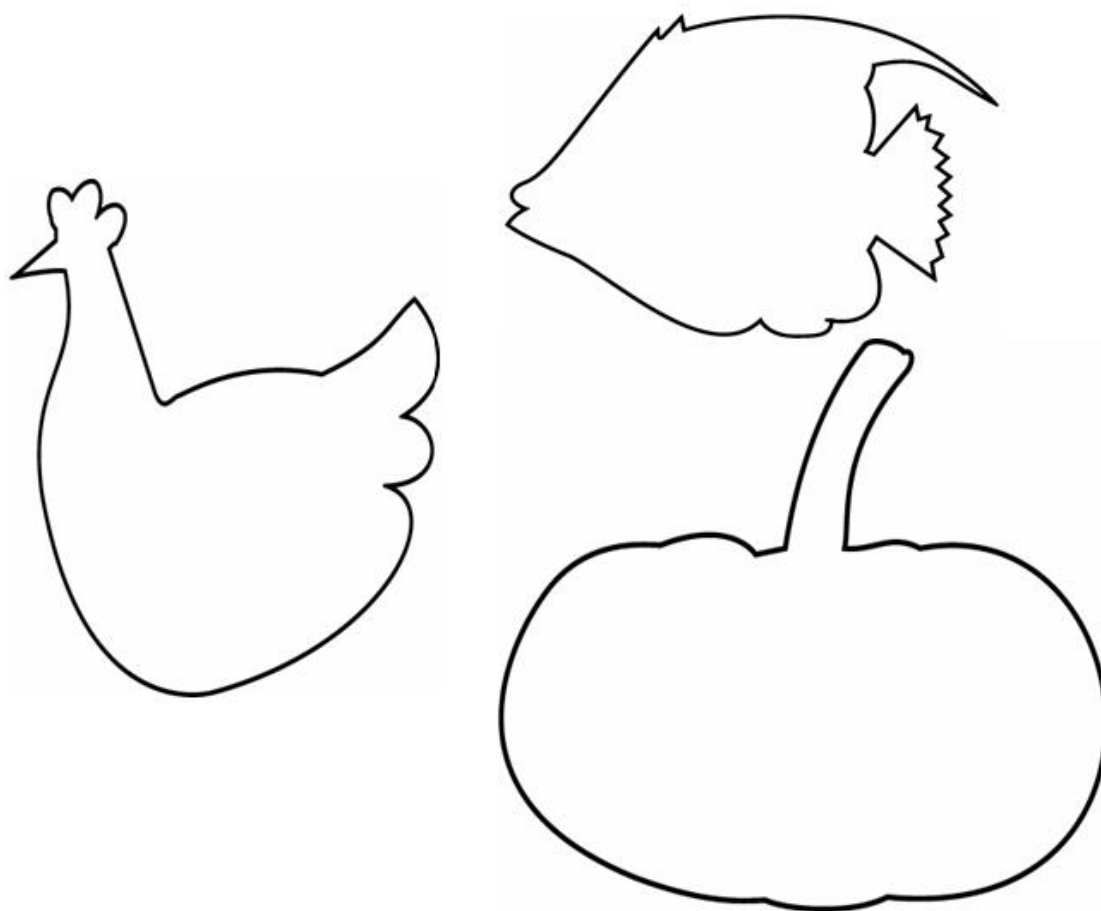


Figure 2.9

- Read the passage about Robinson Crusoe again.

²This content is available online at <<http://cnx.org/content/m27862/1.1/>>.

2.2.6 Healthy eating

- Why were the children so pleased to find the fruit?
- Why was it so important for Robinson Crusoe to find fresh fruit? After all, he had the food which he had found on the ship.
- Do you think the water was clean?
- Where will he get pure/clean water?
- What can he do to purify the water?
- Many years ago ships could not carry much fresh food as it would all go bad. There were no fridges to keep it fresh. Sailors mostly ate dried food and food which would keep.

But our bodies need the vitamins, which we get from fresh fruit and vegetables. Sailors on long voyages would often get **scurvy** from a lack of vitamin C. This caused their teeth to feel loose in their gums and could even fall out.

This is one of the main reasons why the Europeans came to South Africa. They wanted a place to stop and get fresh food when on their long voyages to the eastern countries like India and China.

Think of your favourite fruit and vegetable. Draw it here and find out how it helps your body.

My favourite fruit and vegetables:

2.2.7 Fruit

2.2.8 Vegetables

The first thing Robinson wanted to do when he was shipwrecked was to find food and water. We cannot live without it. Our bodies cannot work without the energy that they get from food.

One of the most important things that we need for our bodies to grow is **protein**. We find this in most products that come from animals.

List, draw or find pictures of some of the food we get from animals.

milk; eggs; chops; butter; cream

But we don't only need protein. Our bodies need the important vitamins found in fruit and vegetables. Vitamins help our bodies in different ways.

Vitamin A is found in carrots, broccoli, squash and spinach . It helps our skin, bones and teeth to grow well.

Carbohydrates and sugar give us energy. But too much of these can make you fat!



Figure 2.10

Some people don't eat meat at all. They are called vegetarians. How will their bodies grow properly if they don't eat proteins?

Proteins can also be found in nuts and soya products.



Figure 2.11

2.2.9 People have different reasons for not eating meat.

- Try to think of some.

One of the main reasons has to do with religion. Many religions set out rules for following a healthy diet.

Just as you need to keep God's rules to live a good life, you need to eat the right food to keep your body healthy.

Muslims, for example, make sure that their food has been prepared according to the rules of their religion and they call this food Halaal.

The Jewish people do the same. If their food is prepared properly, it is called Kosher. The Jewish faith also forbids people to eat the meat from a pig and the Hindu people will not eat the meat from a cow. This is because the cow is regarded as a sacred animal.

Although there are many different beliefs, most people believe that Life is precious. They give thanks that they are alive and have healthy bodies. They do what they can to stay healthy and respect their bodies.

Find out what your own religion feels about the way you should look after your body. What do you think?

Make your own opinion about how you should look after your own body.

Remember exercise is important too!




			
Name of religion	<input type="text"/>	<input type="text"/>	<input type="text"/>
Feelings about what we eat	<input type="text"/>	<input type="text"/>	<input type="text"/>
Feelings about looking after our bodies	<input type="text"/>	<input type="text"/>	<input type="text"/>

Figure 2.12

Write out your opinion on folio. Did you answer all three parts of the question? How well do you think you have answered? Tick the box, which shows how you feel about your answers.

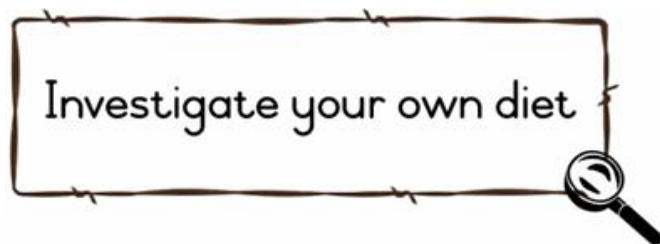


Figure 2.13

Task: Is my diet healthy?

In your groups, plan three questions you need to ask your moms to check if you have a healthy diet. Think of the information that you have read about food and what you already know about healthy food.

Write your questions.

Write Mom's or Dad's answers.

Now that you have collected your data, compare your answers with those of your friends.

- Do you still think that you have a healthy diet?
- What can you do to improve the way you eat?



Figure 2.14

Ask five of your friends how many times a month they eat fast food.

- Complete the diagram.

Name:	Week	Month
1.		
2.		
3.		
4.		
5.		

Figure 2.15

Who of your friends has the healthiest diet?



Figure 2.16

2.2.10 Assessment

Learning Outcomes
LIFE ORIENTATION
LO 1
<i>continued on next page</i>

HEALTH PROMOTION The learner is able to make informed decisions about personal, community and environmental health.
Assessment Standards(Ass)
We know this when the learner:
1.1 describes sources of clean and unclean water and simple water purification methods;
LO 2
SOCIAL DEVELOPMENT The learner will be able to demonstrate an understanding of and responds to constitutional rights and social responsibilities, and to show an understanding of diverse cultures and religions.
Assessment Standards(Ass)
We know this when the learner:
2.4 identifies values and morals from diverse South African cultures (diet.)
LO 4
PHYSICAL DEVELOPMENT AND MOVEMENT The learner is able to demonstrate an understanding of, and participate in activities that promote movement and physical development.
We know this when the learner:
4.2 participates in activities to develop control, co-ordination and balance in the basic actions of locomotion.
ARTS AND CULTURE LO 2
REFLECTING The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.
We know this when the learner:
2.2 (music) - listens to and responds in movement to walking, running and hopping notes in songs from the immediate environment.
NATURAL SCIENCE LO 1
SCIENTIFIC INVESTIGATION The learner will be able to act confidently on curiosity about natural phenomena, and to investigate relationships and solve problems in scientific technological and environmental contexts.
We know this when the learner:
1.1 plans: plans an investigation as part of a group;1.2 does: participates in planned activity independently or as part of a group;1.3 reviews: shows and explains what was intended and how it was done.

Table 2.2

2.2.11 Memorandum

- It is important that the children see that the dietary rules in many religions are attempts to honour their gods. Sometimes they came about as a matter of simple hygiene. But at this level, it can be regarded as keeping their bodies pure and healthy as a way of thanking God for the gift of their lives.
- In completing the above task, reassure atheists or children who do not go to church that they can simply give their own opinion. Children who are able or wish to do their own research can look up the dietary rules of other religions and share them with the class.

- The rubric can be used to define the task for the children or yourself to assess their work. Explain to the children what you would expect from them to earn a happy face or, if you were assessing, a rating of 5. They must include the 3 parts of the question and, for example, when talking about exercising to have a healthy body, they must give a reason. Why do **they** think exercise is important?
- Remind the children of the importance of exercise in building a healthy body. Muscles need to stretch and move. One should not stay in a sitting position all day. Include a few lessons of movement: walking, jogging, skipping and running. Even dancing will make the muscles **move**. Bring music into the lesson or ask the children to bring theirs and allow free ‘dance’ time at the end of the lesson.
- In each session include a few exercises to help suppleness, touching toes (allow bent knees, especially at first) sitting cross legged, stretching bodies into different shapes. Always emphasize care of the back and only to do what your body **can** do – don’t copy your neighbour and listen to your own body. If something is sore, STOP! End off with a game (or the dance time) and a cool down time.
- Children can lie or sit with eyes closed in a completely relaxed position for the last few minutes. Choose a winner or allow them to stand and return to line or class one at a time. This also serves to restore discipline after an exciting lesson!

2.3 SURVIVING³

2.3.1 LIFE SKILLS

2.3.2 Grade 2

2.3.3 ROBINSON CRUSOE

2.3.4 Module 2

2.3.5 SURVIVING



Figure 2.17

³This content is available online at <<http://cnx.org/content/m27863/1.1/>>.

2.3.5.1 Getting sick!

Robinson did many things to take care of his safety. He made sure he had food, water and shelter. He could protect himself from wild animals. He could keep himself warm by making a fire. What could go wrong?

- Try to think of something that could spoil life for Robinson.
- What if he caught the flu? The full word is in-flu-en-za. It is caused by a virus, which gets into your body. Most of you have had flu or even a cold. What happens to your body when you have flu?
- Discuss and list the symptoms.
- The difficult thing about flu is that we cannot cure it. We just have to wait for the virus to go away. But doctors can give us medicine so that our heads and bodies won't hurt so much. We also need to keep away from other people so that we don't pass the virus onto them.
- It is difficult to avoid catching a virus. A virus is too small to be seen so you can't walk away if you see it coming. Some people have an injection to stop them getting the flu. The best way is to eat healthy food and build a strong body that can fight the germs by itself.
- Draw a picture of a person that's lying in bed with flu.

2.3.6 Technology

We have said that Robinson required food, water and shelter.

What kind of shelter would he be able to construct?

- Find out about different types of houses. What do they all have?
- Make a list of everything you need in a house and what it is made of.
- Would Robinson be able to build a house like this? Remember he was on a deserted island.
- Plan a kind of shelter for him. Sketch your design. Remember to say what each part would be made of.
- Now make a model from your design.

Evaluate your design:

- Does your model look like the design?
- Where is it different?
- Do you think Robinson would be able to build it?

2.3.7 Assessment

Learning Outcomes
<i>continued on next page</i>

TEGNOLOGY
LO 1
TECHNOLOGICAL PROCESSES AND SKILLSThe learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.
Assessment Standards(Ass)
We know this when the learner:
1.1 (investigates) - describes the main purpose of different products;1.3 (designs) – chooses suitable materials to make products;1.4 (makes) – makes products safely from different materials;1.6 (evaluate) – identifies strengths and weaknesses about own product.
GEOGRAPHICALLO 2
GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDINGThe learner will be able to demonstrate geographical and environmental knowledge and understanding.
We know this when the learner:
2.1 describes key features of different places, including people’s interactions with the places. (in this case, homes).

Table 2.3

2.3.8 Memorandum

In the following task the learners return to Robinson. He is able to see to his primary needs *while he is in good health*. Lead the discussion to how Robinson could cope if he became ill, because he is not eating healthily. A common cold would set him back if he is not able to do his normal tasks. How could it be avoided? Lead them to realize that there is a difference between flu (influenza) and a common cold. While they are compiling a list of symptoms, let them take notice of the following facts:

- Flu affects the entire body so that the muscles and joints become painful. Even the heart may be affected by the virus. Vaccination is available, but it helps for only a year. It is not the same virus that attacks people year after year, with the result that a new vaccine must be developed every year. And then it does not cure the sick person – it only weakens the virus.
- A cold usually affects only the upper part of the respiratory tract and does not always cause fever, as is the case with flu, but it may cause a sore throat, coughing and a running or blocked nose. As in the case with flu, the patient will get better only after the virus has left the body. The virus is transmitted from one person to another through the air.

Let them suggest ways to avoid catching flu or a cold. These should include the following: keeping your own body healthy, so that the immune system can fight off germs; stay away from people who have the virus; don’t share the same straw, cup, mug, glass, cold drink tin, fruit juice bottle, etc., with them.

- After having discussed the symptoms and likely reasons for cold and flu, an additional activity could be attempted. Let the learners role play a visit to the doctor. Let the ‘patients’ complain about the symptoms that will be indicative of either cold or flu. The ‘doctor’ must then give some information about the cold or flu, e.g. “I can prescribe medication that will help for your headache, but it will not cure you.”
- Remind the children of the importance of exercise in building a healthy body. Muscles need to stretch and move. One should not stay in a sitting position all day. Include a few lessons of movement: walking, jogging, skipping and running. Even dancing will make the muscles **move**. Bring music into the lesson or ask the children to bring theirs and allow free ‘dance’ time at the end of the lesson.

- In each session include a few exercises to help suppleness, touching toes (allow bent knees, especially at first) sitting cross legged, stretching bodies into different shapes. Always emphasize care of the back and only to do what your body **can** do – don't copy your neighbour and listen to your own body. If something is sore, STOP! End off with a game (or the dance time) and a cool down time.
- Children can lie or sit with eyes closed in a completely relaxed position for the last few minutes. Choose a winner or allow them to stand and return to line or class one at a time. This also serves to restore discipline after an exciting lesson!
- The children must plan to build a model shelter for Robinson. Help them to research houses in the area, visit a house that is in the process of being built (and don't forget the necessary safety precautions!), and encourage them to look closely at their own houses and the material that has been used to build them. Take out some library books on houses of other cultures etc. Draw their attention to the fact that the house is **built according to the needs of the people**: the most obvious being in response to climate, for example central heating in countries with a cold climate, etc.
- Then ask the question, "What do we need in a house?" Let them fill in the list – roof, walls, windows, floors, fixed fittings, bathroom and toilet, etc., and what they are made of.
- Remind them that Robinson had had limited resources. Let them first plan and design the shelter before they build it.

2.4 SAFETY⁴

2.4.1 LIFE SKILLS

2.4.2 Grade 2

2.4.3 COME, LET'S PLAY

2.4.4 Module 3

2.4.5 SAFETY

2.4.6 Groupwork:

- Talk to your friends about where you think the safest and best place will be to set up a park. Remember, it must be on your own playgrounds.
 - Discuss the influence that such a park will have on your school.
 - Plan where you would put the different sets of apparatus.
 - Will it be necessary to plant any plants and trees?
 - Discuss what you would do to make it safe for everybody in the park.
 - Discuss the rules there would have to be for the learners.
 - What can you do to prevent littering?
-
- Write down five of your most important rules.

2.4.7 Design

- Design a notice board that you would put up at the entrance to the park.
- Do you think it would be safe to allow the learners to ride their skateboards in the park?
- Would they be able to ride their bicycles there?

⁴This content is available online at <<http://cnx.org/content/m27864/1.1/>>.

- Look at the picture below and discuss it in class. Do you think your park will look like this?
- Discuss what you can do to prevent it from looking like this.
- See if you can see 8 things that are wrong in this park. Mark them with a red chalk.

2.4.8 Colour in the picture as neatly as you can.



Figure 2.18

2.4.9 Assessment

Learning Outcomes
LIFE ORIENTATION
LO 1
HEALTH PROMOTION The learner will be able to make informed decisions regarding personal, community and environmental health.
Assessment Standards(Ass)
We know this when the learner:
1.2 suggests and investigates actions to make the home and school environment healthier.
LO 3
PERSONAL DEVELOPEMENT The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
We know this when the learner:
3.5 demonstrates appropriate classroom behaviour, including groupwork skills.
SOCIAL SCIENCES LO 3
EXPLORING ISSUES The learner will be able to make informed decisions about social and environmental issues and problems.
We know this when the learner:
3.2 identifies the impact of the issue on the place and on people (home, school, local environment) [factors affecting the issue].
TECHNOLOGY LO 1
TECHNOLOGICAL PROCESSES AND SKILLS The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.
We know this when the learner:
1.2 (Investigates) – describes the main purpose of different products;

Table 2.4

2.4.10 Memorandum

- Read the following letter out loudly in class. This letter was written by Mr Moneybags, a developer.

Dear Grade Two learners

My name is Mr Moneybags. I am very worried about all the children who play in the streets. I would very much like to develop a large park or playground for them where they can play safely. Please help me to find out what kinds of games children like to play. I would also like you to draw a plan to show me what you think the playground should look like.

I am looking forward to hearing from you.

The learners must identify the following things that are wrong on the worksheet:

- A fence that is broken.
- Children that climb over the fence.
- Too many children on a swing.
- Pieces of broken glass on the ground.
- A tap that is dripping.

- A child who is riding a bicycle.
- A see-saw that is broken.
- A child who is swinging from the branches of a tree.
- An overflowing, half-open rubbish bin.
- Children who are clambering all over a bench.

2.5 THE PARK⁵

2.5.1 LIFE SKILLS

2.5.2 Grade 2

2.5.3 COME, LET'S PLAY

2.5.4 Module 3

2.5.5 THE PARK

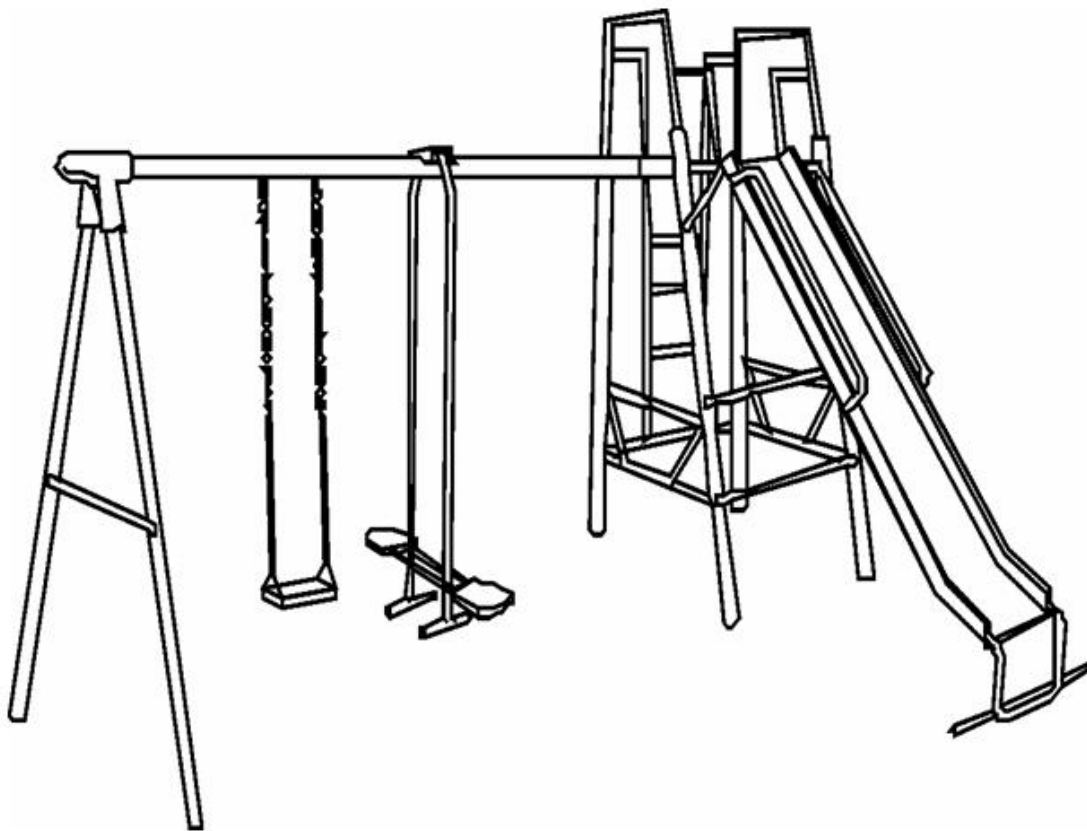


Figure 2.19

2.5.6 Make a sketch of what you think the park will look like.

- Draw plants and trees as well.
- Indicate where the entrance will be.

⁵This content is available online at <http://cnx.org/content/m27865/1.1/>.

- Remember that disabled learners must also be able to gain access to the park.
- You have thought carefully about the layout of the park, and you have planned it well. Now you must decide together with the rest of the class what you are going to need for the park.
- Is there anything in the list that you would not like to have in the park?
- Look at the apparatus in each box below and mark those things you would like to have in the park.

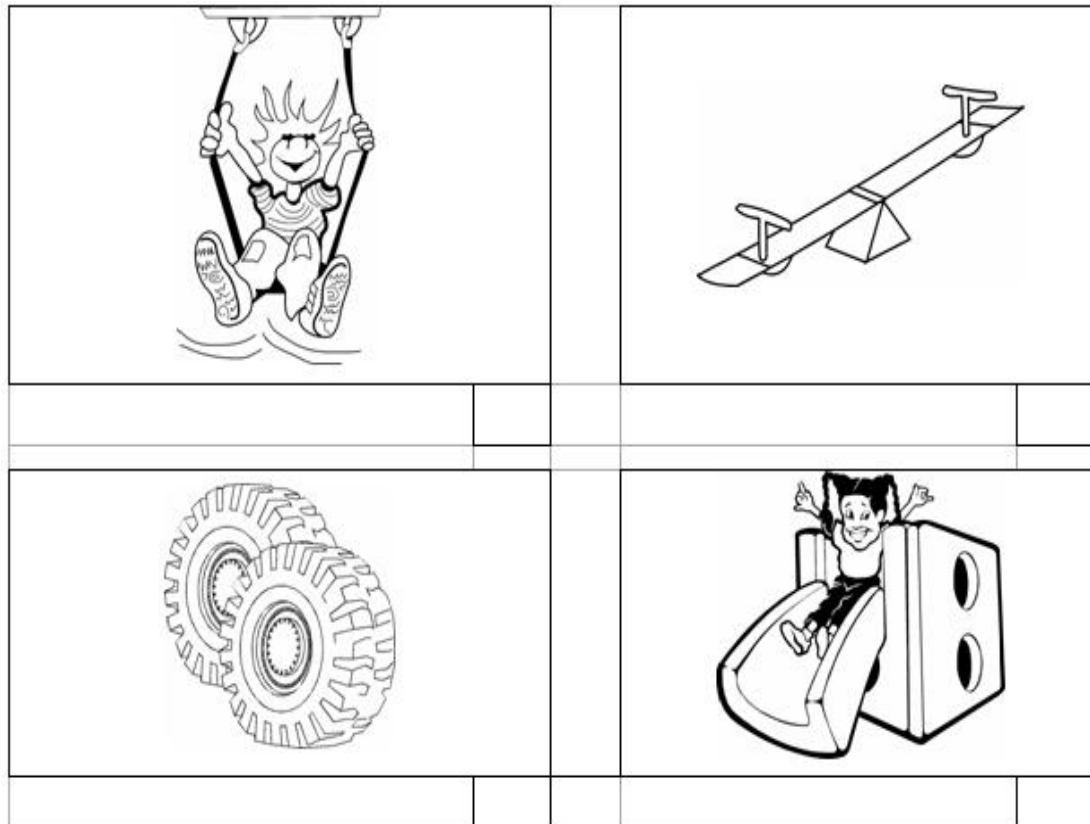


Figure 2.20

- Write a letter to Mr Moneybags to thank him for the kind thought. Tell him how excited you are and explain what you would like to have in the park.

2.5.7 Model building:

- Discuss the model with your classmates and decide which apparatus each person will be responsible for. Knead the clay until it is nice and soft and then all of you can help to build the model.
- Write your classmates' names next to the apparatus that they are going to make.

Apparatus and garden	My friends
swing	
slide	
jungle gym	
see-saw	
trees and plants	

Figure 2.21

-
- Invite Mr Moneybags to attend your exhibition of the models. He will probably be very curious to see what you are planning to do.
 - Make a sketch to show what your model looks like:
 - Draw a picture of yourself and Mr Moneybags.
 - Ask your mother or father to help you to find out at which shop or business you will be able to buy the different products.

Products	Shops
Iron or wooden poles	
Trees and shrubs	
Screws	
Fencing and a gate	
Old car tyres	

Figure 2.22

- Tell the rest of the class which are the best shops to buy the products from.
- Draw a shop. Give the shop a name.

2.5.8 Assessment

Learning Outcomes
LIFE ORIENTATION
LO 2
SOCIAL DEVELOPMENT The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
Assessment Standards(Ass)
We know this when the learner:
<i>continued on next page</i>

2.1 discusses children's rights and responsibilities, and participates in classroom voting;2.4 identifies values and morals from diverse South African cultures.
LO 4
PHYSICAL DEVELOPMENT AND MOVEMENT The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.
We know this when the learner:
4.1 participates in a variety of indigenous outdoor games with simple rules, individually and with a partner;4.2 participates in activities to develop control, co-ordination and balance in the basic actions of locomotion, elevation and rotation, with equipment;4.3 performs expressive movements or patterns rhythmically, using various stimuli;4.4 participates in structured activities, using equipment.
SOCIAL SCIENCESLO 1
GEOGRAPHICAL ENQUIRY The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.
We know this when the learner:
1.2 links information to places on simple maps, globes, drawings, photographs and charts (works with sources).
HISTORYLO 1
HISTORICAL INTERPRETATION The learner will be able to interpret aspects of history
We know this when the learner:
3.3 chooses, describes and talks about an object that represents the past (e.g. photographs or pictures of grandparents, or items used for cultural celebrations or for specific purposes) [representation of the past].
TECHNOLOGYLO 1
TECHNOLOGICAL PROCESSES AND SKILLS The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.
We know this when the learner:
1.3 (Designs) – choose suitable materials or substances to make products, and suggests some ways they can be used to satisfy a problem, need or opportunity.
ARTS AND CULTURE LO 1
CREATING, INTERPRETING AND PRESENTING The learner will be able to create, interpret and present work in each of the art forms.
We know this when the learner:
1.1 (dance) – accurately demonstrates the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning;1.10 (composite) – responds to stories, games, pictures, poetry and cultural experiences from the immediate environment as stimuli for representation in any art form.
<i>continued on next page</i>

LO 3
PARTICIPATING AND COLLABORATING The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.
<i>We know this when the learner :</i>
3.5 (Visual Arts) – shows confident involvement in planning collective artworks.
EMSLO 1
THE ECONOMIC CYCLE The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the “economic problem”.
<i>We know this when the learner:</i>
1.1 explains the roles of households as key role-players in the production and consumption of goods and services;1.2 explains that wants can be unlimited, always changing and influenced by friends, the media, and the development of new products and services by business.
NATURAL SCIENCESLO 1
SCIENTIFIC INVESTIGATION The learner will be able to act confidently on curiosity about natural phenomena, and to investigate relationships and solve problems in scientific, technological and environmental contexts.
<i>We know this when the learner:</i>
1.1 (Plans) – plans an investigation as part of a group.1.1.1 discusses and plans with others;1.1.2 negotiates joint understanding of who does what;1.1.3 decides on what materials or modes will be used to communicate the plan;1.2 1.2 (Does) – participates in planned activity independently or as part of a group.1.2.2 explains what is being done, and answer the question, “What are you trying to find out?”;1.3 (Reviews) – shows and explains what was intended and how it was done.

Table 2.5

2.5.9 Memorandum

- Tell the learners that we must make sure that we have thought of all the games that children like to play. We must think of outdoor games, because Mr Moneybags wants to build a park.
- Each learner must complete the page on his or her own favourite game. It can be any game, from touch to skateboarding.
- If it is a game that has rules, the learners must explain how it is played.
- Where applicable, they must be able to explain safety measures.
- During Physical Education lessons the learners can try to play some of the games according to the rules they have provided.

Chapter 3

Term 3

3.1 ZERO VISITS SOUTH AFRICA¹

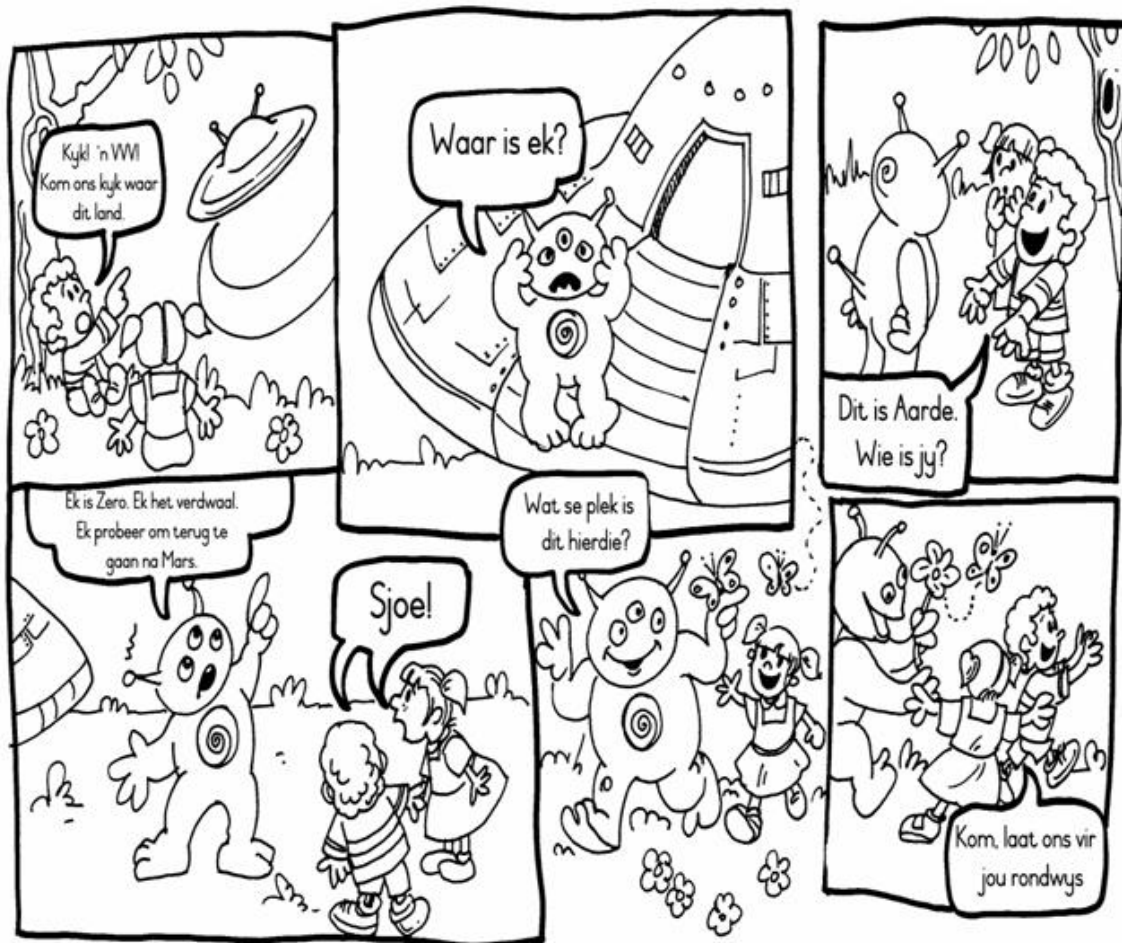
3.1.1 LIFE SKILLS

3.1.2 Grade 2

3.1.3 A VISITOR FROM SPACE

3.1.4 Module 4

3.1.5 ZERO VISITS SOUTH AFRICA



Zero has landed on our planet, Earth. The learners find a picture of the solar system and show him where Earth is.

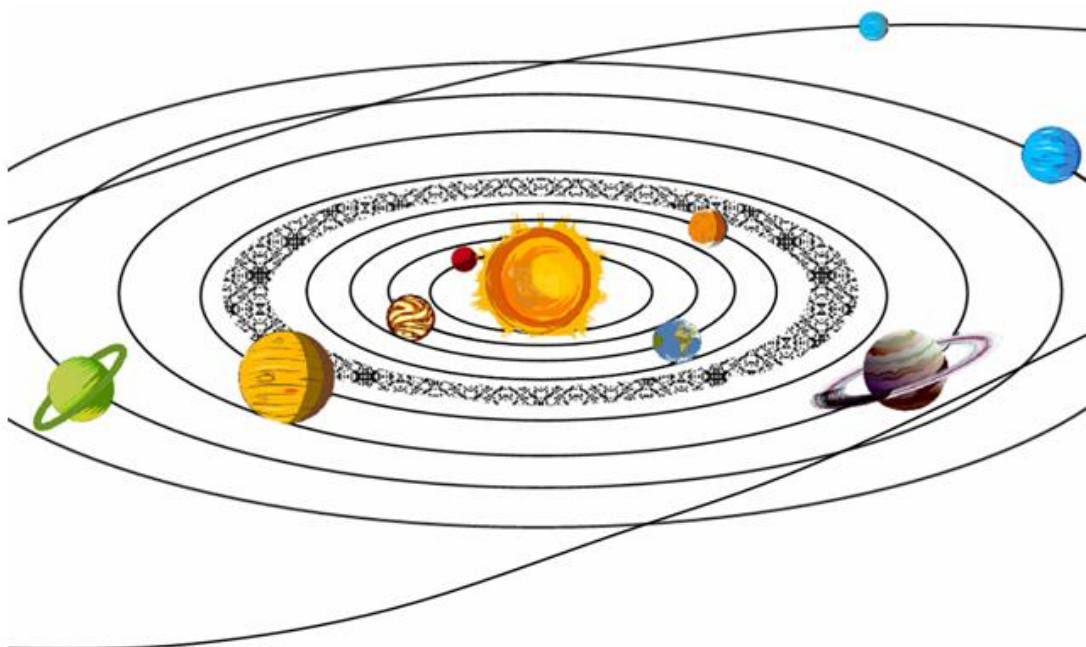


Figure 3.2



Figure 3.3

3.1.6 Find out where you live on the map of South Africa.

Show Zero where you live.

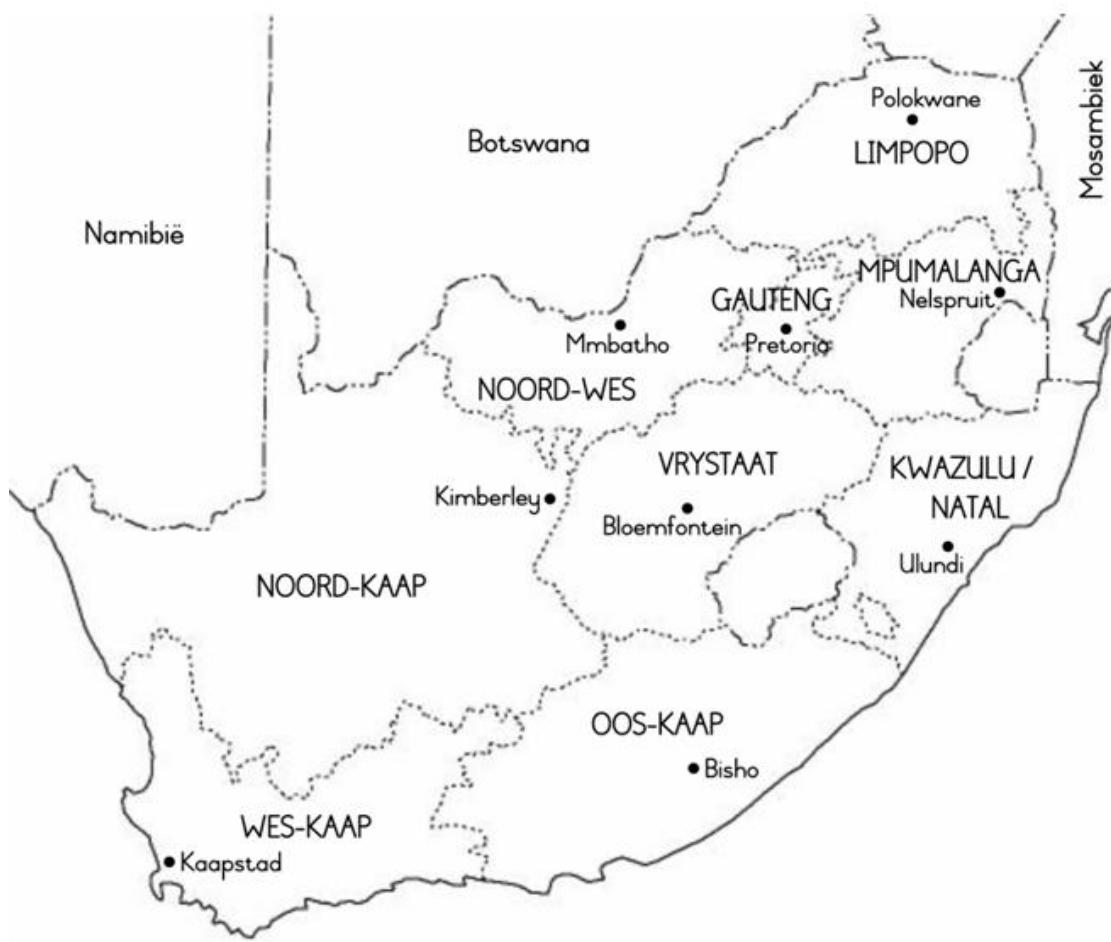


Figure 3.4

- What is the name of the province in which you live?
- Our premier is

Zero wants to know about the people who live in South Africa. Imagine that he has come to your class. What would you tell him about South Africans?

Plan what you would tell him. Remember these important points.

- **Race groups:** In South Africa there is 9 different races. See how many you can identify.
- **Languages:** We have 11 official languages. How many can you think of?
- **Similarities:** What do you think is the same about all South Africans or all the people you have met in South Africa? What could you tell Zero? If you think we are not all the same, think of some of the different things about South Africans e.g. Some work in the country and some have to work in big cities.

Write down what you have found out:

- Similarities or differences.

South Africa is a very big country, with all these different kinds of people.

- What can you tell Zero about some of our big cities?
 - Johannesburg
 - Cape Town
- Choose another town, which interests you and tell Zero something about it.
- What is the name of your town?

What natural resources do you have? (water, minerals)	
Where does its name come from?	
Why did people come here?	
What do most people do for a living?	
Do you have anything that tourists come to see?	

Figure 3.5

- What do you know about your town? Try to find out the answers to these questions. Ask your parents to help.
- Where do most of the people work?
- Which place in your town do you like to visit? Make a drawing of this place.

Whatever our differences we are all one nation. The motto of our country is **!ke e:/xarra //ke** . This is from the Khoisan language and it means *Diverse people unite*. Our motto reminds us that we are all different but that we want to live and work together as one nation.

3.1.7 A motto is a short sentence, which says what your school or country believes in and will always try to do.

- What do you think our motto means? Imagine that you have to explain it to Zero. Write it here. Try to use your own words.
- Zero liked the idea of a motto. Help him to think of a motto for Mars.

3.1.8 Assessment

Learning Outcomes(LO's)
LIFE ORIENTATIONLO 3
PERSONAL DEVELOPMENTThe learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment Standards(ASs)
We know this when the learner:
3.5 demonstrates appropriate classroom behaviour, including groupwork skills.
EMSLO 2
SUSTAINABLE GROWTH AND DEVELOPMENTThe learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, andto reflect critically on its related processes.
Assessment Standards(ASs)
We know this when the learner:
2.2 identifies and describes the different places where family members work (migrant labour, urban and rural areas).
SOCIAL SCIENCESGEOGRAPHYLO 2
GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDINGThe learner is able to demonstrate geographical knowledge and understanding.
Assessment Standards(ASs)
We know this when the learner:
2.1 describes key features of different places, including people's interactions with the places;2.2 identifies some resources that are available and are used in the local area (e.g. water, minerals), and explains where they come from (people and resources).
<i>continued on next page</i>

TECHNOLOGYLO 1
TECHNOLOGICAL PROCESSES AND SKILLS The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.
Assessment Standards(ASs)
We know this when the learner:
1.3 (designs) – chooses suitable materials or substances to make products, and suggests some ways they can be used to satisfy a problem, need or opportunity;1.4 (makes) – expresses how products are going to be made.
ARTS AND CULTURELO 1
CREATING, INTERPRETING AND PRESENTING The learner will be able to create, interpret and present work in each of the art forms.
Assessment Standards(ASs)
We know this when the learner:
1.3 (dance) - learns and performs simple dance steps from dances in the immediate environment;1.7(music) - sings songs from the immediate environment.

Table 3.1

3.1.9 Memorandum

Let the learners have a look at the comic (first task).

They are going to tell Zero about our country. Show them our place in the solar system. If you have access to larger, more colourful illustrations, these will be preferable.

If you have a globe, use that to show the learners what the world looks like. Then point out Africa and South Africa. Direct their attention to the map. Discuss the map thoroughly pointing out the different provinces and major cities. Help them to picture the size by telling them that from Durban to Cape Town takes a day and a half to travel by car, etc. (LO 2.2)

To keep up the “fun” part of Zero’s visit, make an alien mask and let one of the learners pretend to be Zero asking about our world. The learners would love it even more if you pretended to be Zero! (A+C 1.3)

The task continues with the learners explaining about their own towns or cities. Help the learners to realise how towns and cities develop. Very often the reasons are economic. People come to towns to earn money. In a rural community they might work on farms or be subsistence farmers. In the urban or city context they hope to make more money because they expect to find more jobs in the city. This is an EMS concept too. Introduce the terms migrant labour, urban and rural communities in your discussion before the learners do their homework task with parents. (EMS 2.2)

In a subsequent lesson use a drum (if you have one) or any other percussion instrument to beat out a rhythm. Explain how much of traditional African dancing depends on rhythm. If any learners are able to demonstrate to the others, let them do so. Otherwise work out a few simple patterns for the learners to copy in time to the beat of the drum. If any of the learners have seen gum boot dancing, let them try to make patterns and rhythms in such a way as well

South Africa’s population exists of the following groups: Nguni-group (including Zulu, Xhosa and Swazi); Sotho; Tswana; Tsonga; Venda; Afrikaners; English; Colourds and Indians. A few Khoi and San survived.

11 Official languages:

1. Afrikaans
2. Engels
3. Xhosa

4. Zulu
5. Ndebele
6. SePedi
7. SeSotho
8. SeTswana
9. SeSwati
10. TshiVenda
11. XiTsonga

3.2 SOUTH AFRICA AND OUR SYMBOLS²

3.2.1 LIFE SKILLS

3.2.2 Grade 2

3.2.3 A VISITOR FROM SPACE

3.2.4 Module 4

3.2.5 SA AND OUR SYMBOLS

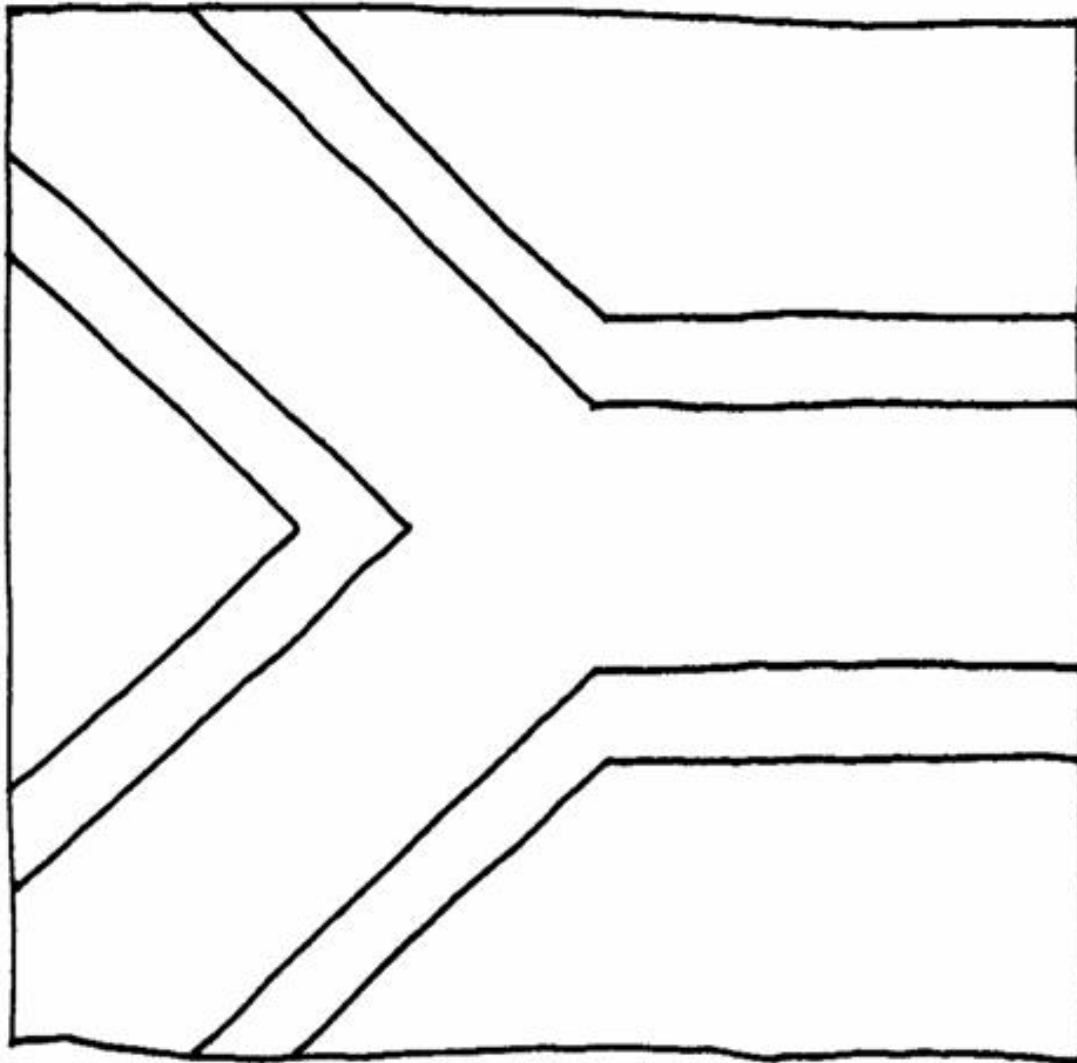


Figure 3.6

²This content is available online at <http://cnx.org/content/m27870/1.1/>.

- Here is our flag. Colour it in correctly.
- What is the colour of our flag?
- This is our national anthem.

Nkosi sikelel' iAfrika
Nkosi sikelel' iAfrika
Maluphakanyiswa uphondo lwayo
Yiswa imithandazo yethu
Nkosi sikelela, thina lusapho lwayo.
Morena boloka setjhaba sa heso
O fedise dintwa le matchwenyeho,
O se boloke, O se boloke
setjhaba sa heso
Setjhaba sa South Afrika – South Afrika
Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,
Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.

- In the national anthem, we combine four of our languages, Xhosa, Sesotho, Afrikaans and English. See how well you can sing it.

The children notice that Zero had a strange kind of necklace made of red rock. They had never seen anything like it before. Zero was proud of it because he said there was nothing like it on Earth. It was unique. This red rock was only found on Mars.

We have unique plants and animals in South Africa too. We use them as symbols to remind us how special our country is. For example, South Africa is the only country in the world where the Protea grows naturally. The **Giant King Protea** is the national flower of South Africa. We also have a national tree, **Yellowwood**; bird, **Blue Crane**; animal, **Spring bok**; and fish, **Galjoen**.

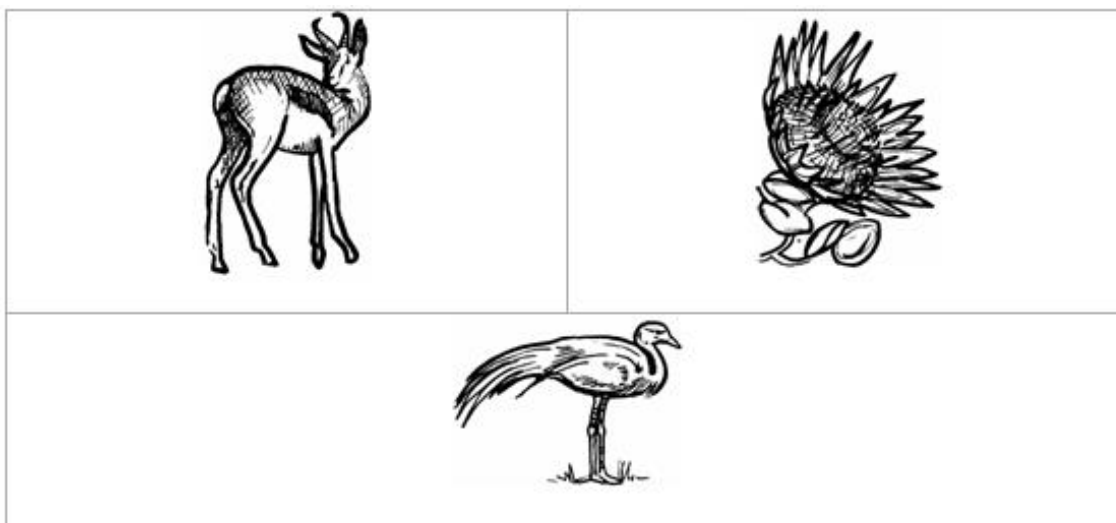


Figure 3.7

- Colour the pictures or try to draw a larger version of each one to display in your classroom.
- Choose one of our national symbols and tell the class about it.
- Tear pieces of paper out of a newspaper or magazine and paste it on the fish's body. The fish's body must look as if it is full of scales.

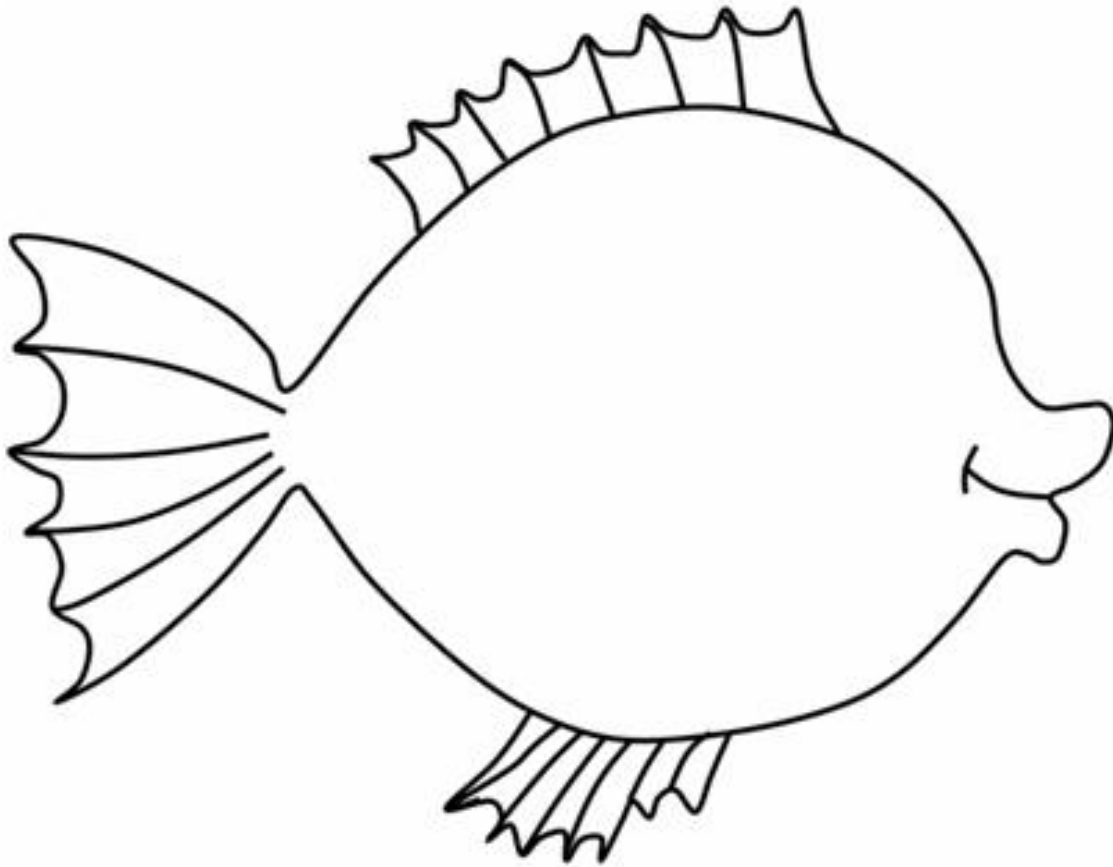


Figure 3.8

3.2.6 Assessment

Learning Outcomes(LO's)
LIFE ORIENTATIONLO 2
SOCIAL DEVELOPMENTThe learner is able to demonstrate an active commitment to constitutional rights and social responsibilities and show sensitivity to diverse cultures and belief systems.
<i>continued on next page</i>

Assessment Standards(ASs)
We know this when the learner:
2.1 identifies national symbols and sings the national anthem;2.2 identifies national symbols and sings the national anthem;2.4 identifies values and morals from diverse South African cultures.
LO 4
PHISICAL DEVELOPMENT AND MOVEMENTThe learner is able to demonstrate an understanding of and participate in activities that promote movement and physical development.
Assessment Standards(ASs)
We know this when the learner:
4.3 performs expressive movements or patterns rhythmically, using various stimuli.
TECHNOLOGYLO 1
TECHNOLOGICAL PROCESSES AND SKILL The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.
Assessment Standards(ASs)
We know this when the learner:
1.3 (designs) – chooses suitable materials or substances to make products, and suggests some ways they can be used to satisfy a problem, need or opportunity;1.4 (makes) – expresses how products are going to be made.

Table 3.2

3.2.7 Memorandum

- The learners will also explain the flag, motto and our national emblems to Zero. Discuss each section fully, allowing learners to ask questions and express their thoughts. Display our national flag in the classroom.
- **For enrichment** the learners can find out more about the national symbols and prepare for an oral exercise.

Colours of the flag:

Blue, red, green, black, white, yellow.

- The most general meanings given to these colours: red – bloodshed; blue – open skies; green – land; black – black people; white – white people; yellow – natural resources – gold.

3.3 ZERO EXPLORES³

3.3.1 LIFE SKILLS

3.3.2 Grade 2

3.3.3 A VISITOR FROM SPACE

3.3.4 Module 4

3.3.5 ZERO EXPLORES



Figure 3.9

- Design a necklace for Zero that he can show his people on the planet. Use beads, seeds and other interesting articles.

3.3.6 My design:

- What are you going to use to make the necklace?

Zero is excited about our beautiful green country. He wants to take some of our plants to his planet. Do you think the plants will grow there?

Discuss in your groups:

- Is there water on Mars?
- Do you think the sun shines on Mars?
- Will somebody on the planet know how to look after the plants?
- Do plants need water?

3.3.7 Group work: plan an experiment.

Remember:

- You must use two plants so that you can compare them.
 - You must treat them exactly the same except for what you are testing.
 - You must record what you notice.
-
- Draw a picture of what you are going to do:
 - What do you think will happen?

3.3.8 My observations

- What did happen?
- Would you like to pay a visit to Zero?
- Draw a picture of Zero and his vehicle.

3.3.9 ASSESSMENT

Learning Outcomes(LO's)
LIFE ORIENTATIONLO 3
PERSONAL DEVELOPMENTThe learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
<i>continued on next page</i>

Assessment Standards(ASs)
We know this when the learner:
3.5 demonstrates appropriate classroom behaviour, including groupwork skills.
NATURAL SCIENCE - LO 1
SCIENTIFIC INVESTIGATIONThe learner will be able to act confidently on curiosity about natural phenomena, and to investigate relationships and solve problems in scientific, technological and environmental contexts.
Assessment Standards(ASs)
We know this when the learner:
1.1 plans: plans an investigation as part of a group;1.2 does: participates in planned activity independent or as part of a group;1.3 reviews: shows and explains what was intended how it was done.

Table 3.3

3.3.10 Memorandum

Groupwork: discussion – the learners express their opinion on whether plants will grow on Mars or not. Do experiment.

In an Arts and Culture (Movement) lesson, let the learners show Zero how they dance. They can bring their own music.

Chapter 4

Term 4

4.1 TREES¹

4.1.1 LIFE SKILLS

4.1.2 Grade 2

4.1.3 TREES

4.1.4 Module 5

4.1.5 TREES

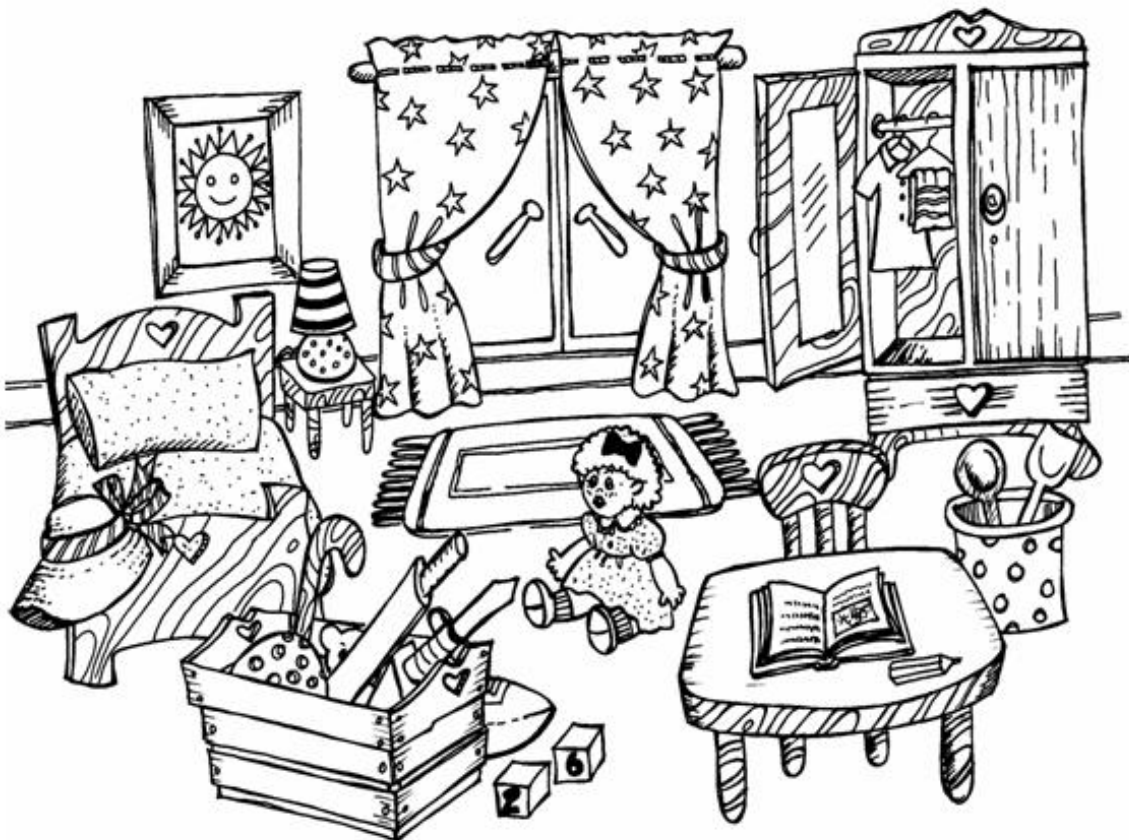


Figure 4.1

4.1.6 TREES

- Trees form a very important part of our environment. We even have a day to remember their special role, Arbour Day. Most organisations try to plant a tree or a number of trees to mark this occasion. Why do we have a special day to remember trees?
- Trees have many uses for mankind. Look at the diagram and discuss the many ways in which we use trees.

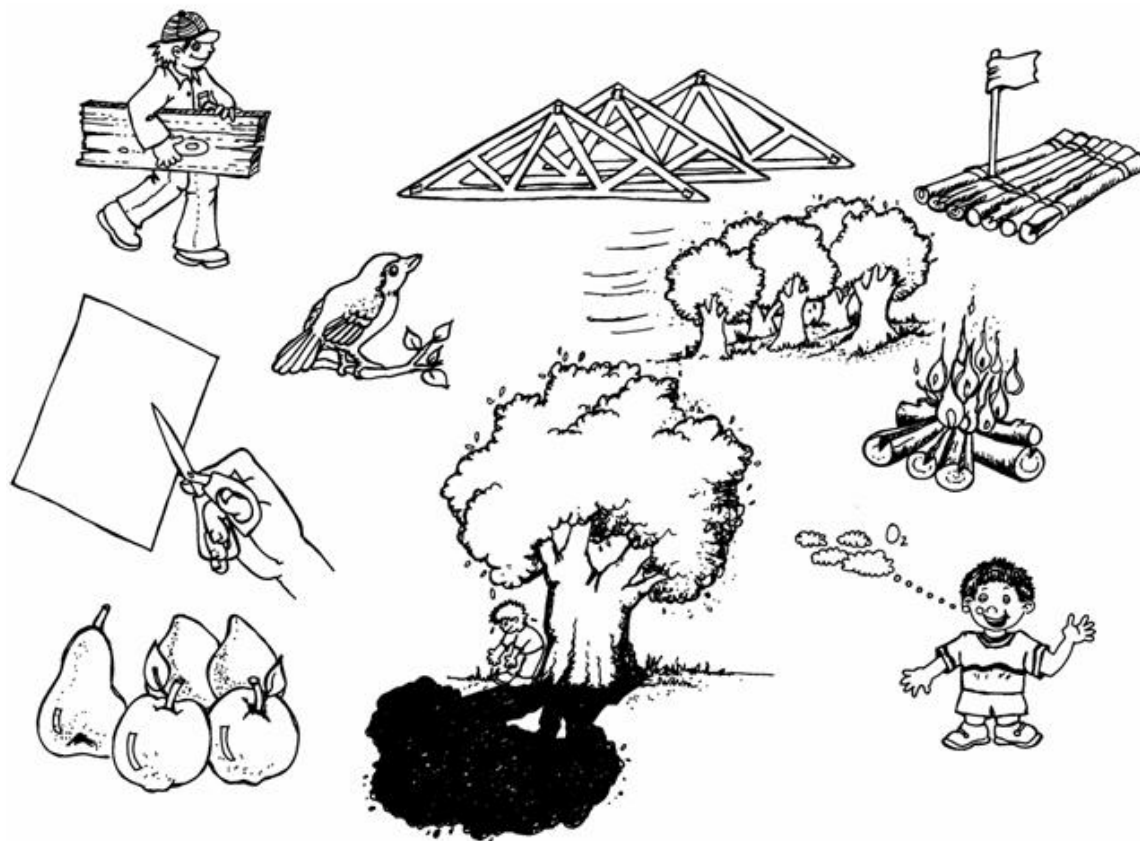


Figure 4.2

- Not only are they useful but they also improve the beauty of our world.

4.1.7 From wood to paper

- The products made from trees are usually made from wood. In your groups read about the process of how we use wood to make the very paper you write on.
1. When the trees have grown to a certain size, they are marked to make sure that they are not all sawed off at the same time.

2. The trees are cut and taken to the sawmill.
 3. Here they are stripped of their bark and cut into planks or smaller sizes.
 4. The wood for paper is chopped and mashed until it is pulp.
 5. It is dried and rolled into huge rolls of paper.
- Hundreds of trees go into the making of paper. Every time a tree is cut to be made into paper, another tree must be planted, but it will take seven years for that tree to grow big enough. Trees are a precious resource and we must look after them.
 - Now answer these questions in your groups.
1. Why should we look after trees?
How can we look after trees?
- Make drawings of what you can do to take care of your trees.
- We have said that we get wood from trees, but wood is not only used to make paper. Wood has many uses. In the past it was essential just to keep warm, many houses were built of wood and most furniture was made of it. Nowadays we use other materials to make furniture.
 - What materials are these? Find out and list them.
 - Do you think they are better?

4.1.8 Investigate a chair

- What do we want when we sit in a chair?
- It must be comfortable.
- It must not break.
- What else is important?

4.1.9 Try out the chairs in your home.

- What are they made of?
- What are their good points?
- What are their weak points?
- Fill in your findings in the table below.

Type of Chair	Material	Good points	Bad points

Table 4.1

Assessment

Learning Outcomes(LO's)
<i>continued on next page</i>

LIFE ORIENTATION
LO 3
PERSONAL DEVELOPMENT The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment Standards(ASs)
We know this when the learner:
3.5 demonstrates appropriate classroom behaviour, including groupwork skills.
EMSLO 2
THE ECONOMIC CYCLE The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of ‘the economic problem’.
Assessment Standards(ASs)
We know this when the learner:
1.2 explains that wants can be unlimited , always changing and influenced by friends, the media and the development of new products and services by businesses;1.3 reads and identifies prices from different price tags and labels;1.4 calculates change after buying simple goods and services;1.5 expresses the importance and ways of saving and not wasting money and other resources (e.g. paper).
SOCIAL SCIENCES
GEOGRAPHY
LO 1
GEOGRAPHICAL ENQUIRY The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.
Assessment Standards(ASs)
We know this when the learner:
1.2 identifies and describes significant features of places in the local context [answers the question].
TECHNOLOGY
LO 1
TECHNOLOGICAL PROCESSES AND SKILLS The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.
Assessment Standards(ASs)
We know this when the learner:
1.3 (designs) – chooses suitable materials or substances to make products, and suggests some ways they can be used to satisfy a problem, need or opportunity;1.4 (makes) – expresses how products are going to be made.
<i>continued on next page</i>

ARTS AND CULTURELO 1
CREATING, INTERPRETING AND PRESENTING The learner will be able to create, interpret and present work in each of the art forms.
Assessment Standards(ASs)
We know this when the learner:
1.9 (Visual Arts) – identifies and uses patterns found in the immediate environment, using various materials in organised sequences and in combination.

Table 4.2

Memorandum

Observe the trees all around us. Look at the different size and shapes, look at the texture of the bark and leaves. Allow the children to discover and create patterns with the leaves or textures they observe in the trees (A&C 1.8; 1.9).

Enact the tree growing from seed. Encourage the children to move slowly to show how the tree pushes out each tiny shoot or root. Then try to emulate movements in the wind.

Contrast the movements made by nature with a noisy timber factory, as the children become the machinery that will chop and cut and saw the wood as they

will read on the page about a timber factory ('From wood to paper').

4.1.10 (Expressing and communicating: A & C 4.4).

First explain to the learners what the difference between a plantation and a forest is, and then let them draw a picture of a plantation on the cover page of the module.

Valentine's Day is a good example of this. The business world just cashed in on people's unlimited wants. Naturally these will continue to change. End the questionnaire by asking what they think their children might want (EMS LO 1).

4.2 RECYCLING²

4.2.1 LIFE SKILLS

4.2.2 Grade 2

4.2.3 TREES

4.2.4 Module 5

4.2.5 RECYCLING

4.2.6

4.2.7 RECYCLING

- One of the best ways we can contribute towards saving our trees is to recycle paper.
- Recycled paper is broken down into pulp, from which new paper can be made.

²This content is available online at <<http://cnx.org/content/m27874/1.1/>>.

4.2.8 Discuss with your friends:

- Is there much paper in your school that can be recycled?
- What do you think will happen if nobody picks up and removes these papers?
- What can you do to improve the situation?



Figure 4.3

Start collecting paper in your class. At the end of each week weigh the paper. Make a graph to see how much you can collect in a month. Make each week's block a different colour.

- In which week did you collect the most paper?
- You can easily earn pocket money or money for the school by collecting waste paper regularly. Ask your teacher to tell you more about this.

Remember: every time you use recycled paper or save paper you are helping your environment in your own small way. Think of some ways you could save paper. Some ideas are practical. Sometimes they are impossible.

- Discuss your ideas with your group and decide which ones you are able to do.



Figure 4.4

- Why not make your own paper? Some people make very fancy paper, using all sorts of products – different grasses and even elephant dung!
- Usually they cannot make as much paper as the factory. Why do you think this is so?

It can also be very expensive to make paper like this.

- Look at the different prices of paper in the shops. Look at the different kinds of paper and compare their prices.
-

Type of paper	Use	Price
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Table 4.3

- What do you notice about the different kinds of paper?
- What do you notice about the price?
- While it is difficult to make your own paper, you can always decorate and design your own wrapping paper.
- Think of an occasion for the wrapping paper to be used – birthday or Christmas, Valentine's Day, etc.
- People did not always give presents on these occasions. If they did, they were usually very simple.
- Ask your parents and grandparents about the presents they gave or received.

Question	Parents' answer	Grandparents' answer
What kind of present did you get for Christmas when you were small?		
<i>continued on next page</i>		

How was it wrapped?		
What did you get for your birthdays?		
What other occasions did you receive gifts?		

Table 4.4

4.2.9 Perhaps you could invent a new reason to exchange gifts. What could this occasion be?

- Decide on the occasion for which you will design your own wrapping paper.
- Now create your design. (Use different lines and patterns).
- You could also sell your paper to family and friends. Test to see if they want your product.

1. Find out if they would buy your wrapping paper.
2. How much will you charge? Find out how much they would normally pay for paper.
3. Ask how much they would like to pay.
4. Ask at least three people.

- Fill in their responses in the table below.

Questions	Response 1	2	3
Would you buy wrapping paper designed by me?			
How much do you normally spend on wrapping paper?			
How much would you pay for my unique paper?			

Table 4.5

- Will you be able to sell your paper?
- How much will you charge?

4.2.10 Assessment

Learning Outcomes(LO's)
EMSLO 2
THE ECONOMIC CYCLE The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'.
<i>continued on next page</i>

Assessment Standards(ASs)
We know this when the learner:
1.2 explains that wants can be unlimited , always changing and influenced by friends, the media and the development of new products and services by businesses;1.3 reads and identifies prices from different price tags and labels;1.4 calculates change after buying simple goods and services;1.5 expresses the importance and ways of saving and not wasting money and other resources (e.g. paper).
SOCIAL SCIENCESGEOGRAPHYLO 3
EXPLORING ISSUE The learner will be able to make informed decisions about social and environmental issues and problems.
Assessment Standards(ASs)
We know this when the learner:
3.1 identifies and describes environmental issues in the place where the learner lives or goes to school [the issue];3.2 describes the factors leading to the problem or issue [factors affecting the issue];3.3 identifies the impact of the issue on the place and on people (home, school, local environment) [factors affecting the issue].
HISTORYLO 1
HISTORICAL ENQUIRY The learner will be able to use enquiry skills to investigate the past and present.
Assessment Standards(ASs)
We know this when the learner:
1.1 obtains information from historical sources provided by the teacher (people, objects photographs, etc.) [works with sources].
TECHNOLOGYLO 1
TECHNOLOGICAL PROCESSES AND SKILL The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.
Assessment Standards(ASs)
We know this when the learner:
1.3 (designs) – chooses suitable materials or substances to make products, and suggests some ways they can be used to satisfy a problem, need or opportunity;1.4 (makes) – expresses how products are going to be made.
ARTS AND CULTURELO 1
CREATING, INTERPRETING AND PRESENTING The learner will be able to create, interpret and present work in each of the art forms.
<i>continued on next page</i>

Assessment Standards(ASs)
We know this when the learner:
1.8 (Visual Arts) – explores the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work;

Table 4.6

4.2.11 Memorandum

The children will need to go to the shops to do the exercise in comparing prices.

They should also be able to appreciate that the paper will differ in price because it has a better quality or it is special in some way. If the paper has been used to make something (newspapers or cards, or decorated as wrapping paper), then its value increases. Ask questions to help them realize that price can also depend on demand (EMS LO 1.2, 1.3).

In a Numeracy lesson compare the prices or work out how much change would be given if they had a certain amount of money (EMS LO 1.4).

Historical investigation: In researching the idea of gifts (historical enquiry) the children should be able to see that the idea of expensive and wonderfully wrapped gifts was created by the market. It is not an essential need that is being met. While birthdays have usually been acknowledged, the influence of friends and the changing market has led to a far greater experience than a simple gift as in earlier times. The same goes for Christmas where children might have once expected fruit or sweets. The “wants” and expectations have changed due to the commercialisation of such events.

Point out to the learners that materials have different properties, which make them suitable for particular uses. Wood was used almost exclusively for furniture, but now we use plastic, aluminium and sofas made with more fabric than wood. We choose the material for chairs depending on the use of a chair –e.g. plastic garden chairs – the plastic is good because it’s light, easy to carry around and easy to clean, durable in all weather, and so on. Let the children look around their homes and assess the different kinds of chairs or bring pictures of different chairs and assess the different materials they are made of and their different uses (NS 1.2).

If any of the materials are manufactured locally, draw the children’s attention to this (Geography 1.2).

4.3 SEEDS³

4.3.1 LIFE SKILLS

4.3.2 Grade 2

4.3.3 TREES

4.3.4 Module 5

4.3.5 SEEDS



Figure 4.5

³This content is available online at <<http://cnx.org/content/m27878/1.1/>>.

4.3.6 SEEDS

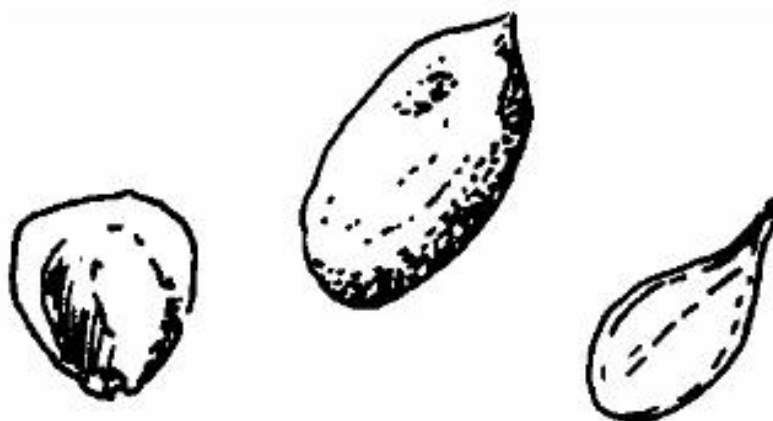


Figure 4.6

- We have been examining seeds, but what does the seed need in order to grow?
 - Three things are very important: sunlight, moisture and soil. The type of soil is very important. Think of the sand at the beach or in a desert. How many plants can grow in that soil?
 - Try this experiment to see what kind of soil a plant needs to grow well.
1. Fill three plant pots with different kinds of soil:
 - beach sand or building sand,;
 - loose red sand – maybe with little stones in it;
 - dark brown or black soil that clings together (potting soil).
 1. Try to find some plants that are growing well and plant them in the pots.
 2. Place them in the sunlight and water them regularly.
 - Draw your experiment.

Date:

Beach sand	Loose red sand	Potty soil
------------	----------------	------------

Table 4.7

After one week - Date _____ What do your plants look like now?

Beach sand	Loose red sand	Potty soil
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Table 4.8

4.3.7 After the second week - Date _ _ _ _ _

Beach sand	Loose red sand	Potty soil
------------	----------------	------------

Table 4.9

- Which plant has grown the best?
 - Why do you think it grew better than the others?
 - If you were a worm, which soil would you choose to live in? Say why.
 - Could the wind blow away any soil? If your plants were not in the wind, try blowing on the soil. Which soil can easily be blown away?
 - What soil do you think the farmer would like to have on his farm?
 - Sometimes we see soil erosion in fields.
-
- This means that the soil has been blown or washed away and nothing is growing there. What type of soil do you think this is?

4.3.7.1 Assessment

Learning Outcomes(LO's)
NATURAL SCIENCELO 1
SCIENTIFIC INVESTIGATION The learner will be able to act confidently on curiosity about natural phenomena, and solve problems in scientific, technological and environmental contexts.
Assessment Standards(ASs)
We know this when the learner:
1.1 (Plans) — plans an investigation as part of a group;1.2 (Does) — participates in planned activity independently or as part of a group;1.3 (Reviews) — shows and explains what was intended and how it was done.
arts and cultureLO 3
PARTICIPATING AND COLLABORATING The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.
Assessment Standards(ASs)
We know this when the learner:
3.1 (Dance) – moves freely and with ease through space both inside and outside, while responding to mutually agreed upon physical, verbal and sound signals;3.4 (Music) – echoes a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.
<i>continued on next page</i>

ARTS AND CULTURELO 4
EXPRESSING AND COMMUNICATING The learner will be able to use multiple forms of communication and expression in Arts and Culture.
We know this when the learner:
4.4 (Music) – imitates natural and mechanical sounds to create sound effects;4.5 (Visual Arts) – explores, experiences and creatively communicates patterns and textures found in the immediate and built environment.

Table 4.10

4.3.7.2 Memorandum

4.3.8 Food from trees

Most trees will grow from seeds. The seeds are found in the fruit, which the trees bear.

Find some examples of different kinds of fruit, which grow on trees. Observe the shape and texture of the different fruits. Cut them in half and allow the children to sketch the fruit and its seeds. The children should pay attention to the differences in the seeds and try to enhance them in their pictures (A &C 4.5).

Collect and dry out the seeds. Let the children make percussion instruments, by stringing them together as rattles or placing the dried seeds in containers and rattling them in that way. They can create their own patterns and rhythms or endeavour to beat out the time to music, which is played to them or songs that they sing together. They can also use them to imitate sounds in nature or mechanical sounds – as in the factory (A & C 3.4; 4.4).

4.4 GOING TO SCHOOL⁴

4.4.1 LIFE SKILLS

4.4.2 Grade 2

4.4.3 JOURNEYS

4.4.4 Module 6

4.4.5 GOING TO SCHOOL

4.4.6 Going to school.

- Every day we make the journey from home to school.

- How do you get to school?

- What happens on your way to school?

- So many people are using the roads. What makes it safe for so many to be on the road at the same time?

- Road safety rules are not only for the cars, but for pedestrians as well. Almost half of the people who are killed in road accidents every year are pedestrians. It is very important that pedestrians know and obey the road safety rules.
- Write down some of the important rules that you know for pedestrians. Use the words in brackets to help you. (pavement; left; play; kerb)

⁴This content is available online at <<http://cnx.org/content/m27879/1.1/>>.

- When you come to school, look out for some of the signs which guide pedestrians or make it safe for them to use the road.
- What signs did you see? Draw them here.
- Where should pedestrians cross the road? Draw the safest place to cross the road.
- Sometimes the rules are not written down or there are no signs at the side of the road. For that reason it is important to know them.

1. If there is no marked crossing, always take the shortest path across the road.

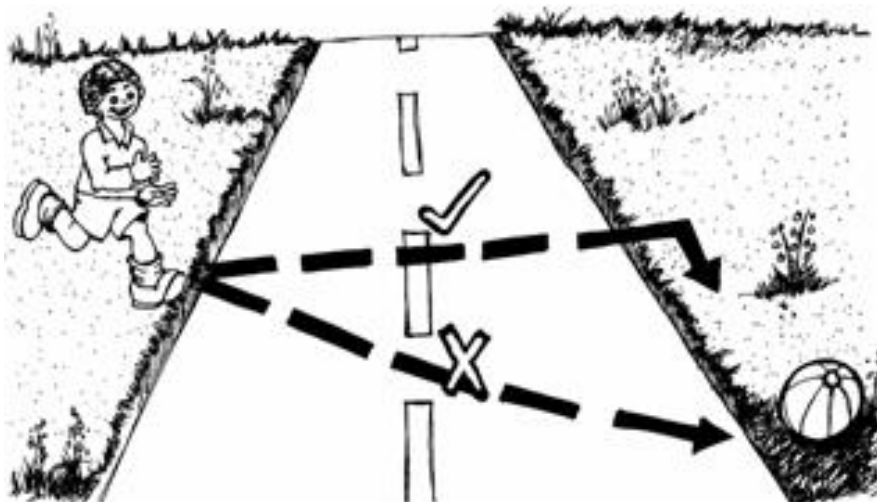


Figure 4.7

2. If you are not able to walk on a pavement and have to walk in the road, always face oncoming traffic; in other words, walk on the right hand side of the road.



Figure 4.8

4.4.7 Wear bright colours that are easily seen.

The rules of the road make it safer to use the road. We have rules everywhere to keep us safe. Our parents make rules for us at our homes, which keep us safe and healthy. The government makes rules for our country. At school, there are many rules for our safety and hygiene, and to help us live and work together peacefully.

- Think of some of the rules in your classroom. Make some signs for your classroom to remind the learners of the correct way to behave in class. Think of the road signs and draw your signs in a similar way. You can plan it here and then draw a bigger version for the classroom.
- Your school must be a safe place for you to work and play. The rules make sure that everyone knows what to do. Sometimes we are expected to know things that are not written in the rulebook.
- What is wrong in this cloakroom?



Figure 4.9

- Imagine you are making a journey into the country. Play this game to see the progress you make. You will need a dice or make a paper cube and number each face with the numbers 1 – 6.

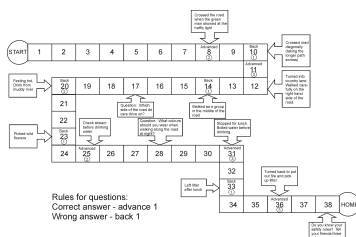


Figure 4.10

- Your layers will prevent the worst of the dirt getting through to your container. Naturally you cannot drink this water, as the germs are tiny enough to slip through your filter.
- What do you think will get rid of the germs?
- Think of a friend with whom you would like to make a journey. Write his/ her name down.
- Why would this person be a good companion on your journey?

4.4.8 The journey is long and boring. Answer these questions and find out.

- Will your friend talk to you or read a book?
- You have only dull, healthy food for the trip and your friend has tasty treats. What will a good friend do?

- You have to stop on the way to visit your mother's old friend who hates children. Will your friend go with you or promise to meet you afterwards?
- We can say that a good friend is , and .Obeying the rules that are responsible for our health is also very important. We need to keep fit and eat healthily. Keeping fit means exercising our musclesOur bodies are amazing in all the things they can do. In your groups, prepare a show, almost like a circus, to show off all the amazing ways your body can twist and bend and move forwards and backwards. Your show must be like a concert that the others can watch. Think of a way to present your show so that it will be interesting for the others to watch.
- Use this checklist to make sure you have included everything your show must have.

ITEMS	YES/NO
An introduction	
Twisting and bending tricks	
Move forwards in three different ways	
Move backwards in three different ways	
End your show	

Table 4.11

Assessment

Learning Outcomes(LO's)
LIFE ORIENTATIONLO 2
SOCIAL DEVELOPMENT The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
Assessment Standards(ASs)
We know this when the learner:
2.3 lists qualities of a good friend and gives reasons.
LO 4
PHYSICAL DEVELOPMENT AND MOVEMENT The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.
Assessment Standards(ASs)
We know this when the learner:
4.2 participates in activities to develop control, co-ordination and balance in the basic actions of locomotion, elevation and rotation;4.3 performs expressive movements or patterns rhythmically, using various stimuli.1.3 reads and identifies prices from different price tags and labels;
<i>continued on next page</i>

GEOGRAPHYLO 3
EXPLORING ISSUE The learner will be able to make informed decisions about social and environmental issues and problems.
Assessment Standards(ASs)
We know this when the learner:
3.1 identifies and describes environmental issues in the place where the learner lives or goes to school. (the issue);3.2 describes the factors leading to the problem or issue;3.3 identifies the impact of the issue on the place and on people (home, school, local environment);3.4 suggests things that can be done to solve the problem and improve the place in which the learner lives or goes to school.
NATURAL SCIENCELO 1
SCIENTIFIC INVESTIGATION The learner will be able to act confidently on curiosity about natural phenomena, and solve problems in scientific, technological and environmental contexts.
Assessment Standards(ASs)
We know this when the learner:
1.1 Plans: plans an investigation as part of a group;1.2 Does: participates in planned activity independently or as part of a group;1.3 Reviews: shows and explains what was intended and how it was done.
ARTS AND CULTURELO 3
PARTICIPATING AND COLLABORATING The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.
Assessment Standards(ASs)
We know this when the learner:
3.1 Dances: moves freely and with ease through space both inside and outside, while responding to mutually agreed upon physical, sound and verbal signals.
LO 4
EXPRESSING AND COMMUNICATING The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.
Assessment Standards(ASs)
We know this when the learner:
4.3 Drama: uses puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings;4.6 Composite: talks about what the learner has seen and heard in own environment that has been of significance to self.

Table 4.12

4.4.9 Memorandum

In this module, we use an overall theme of journeys to cover the various assessment standards. Every day we make several trips or small journeys from home to school or the shops, etc. In doing so we need to observe the rules of the road. These rules keep us safe, not only on the road but at school as well. Our journey through the day at school is made safe by the observance of school rules, which apply to our health as well as maintaining discipline in the school.

- Our lives, too, can be viewed as a journey and the friendships we make can make or break the “ride”.

In Life's journey we encounter many problems. The children will be encouraged to identify an "issue" in the community and to brainstorm a solution.

Discuss how the children get to school. Lead the discussion to the fact that the rules of the road contribute to the safety of road users. They should also realise that pedestrians use the roads and that they should recognise the relevant road signs.

- Let the learners make two puppets and act out their "walk" for the activity. The dialogue will emerge from the three questions about friends. (A&C4.3). They may need two lessons to prepare and display their shows.

Present the activity in a relaxed manner, but without music at first. In a follow-up lesson, allow them to move in time to music. They can either prepare something in time to music of their own choice or you may choose a piece of music and they must then create their own 'dance' (A&C 3.1).

4.5 WATER⁵

4.5.1 LIFE SKILLS

4.5.2 Grade 2

4.5.3 JOURNEYS

4.5.4 Module 6

4.5.5 WATER

4.5.6 Why did you have to move backwards for drinking from the stream? Discuss why this was wrong.

4.5.7 Water

READ THE FOLLOWING:

Water from streams is not always clean. There are many ways in which it can become contaminated. If it is near a small village, it may be used for washing and cleaning and the dirty water is thrown back into the river.

If it is near a town, factories may use the water and pump their waste back into the river. Even if humans are not contaminating the water, there may be many little creatures or germs in the water that are harmful to humans.

Think of ways to make the water safe to drink. Write them here and then discuss your answers with your teacher.

4.5.8 We purify water!

The water that we get in our taps has been purified, so that it is safe to drink. Chemicals have been added to make sure that germs cannot live in it. The simplest part of the water purification is filtering. Filtering is a process, which works like a strainer or a sieve and prevents the larger objects from passing through.

Your teacher will give you some dirty water. See if you can make your own filter to clean it.

What will you use? List your apparatus.

- What will you do?
- What do you think will happen?

⁵This content is available online at <<http://cnx.org/content/m27880/1.1/>>.

- Draw and label your experiment.
- Your layers will prevent the worst of the dirt getting through to your container. Naturally you cannot drink this water, as the germs are tiny enough to slip through your filter.
- What do you think will get rid of the germs?

Assessment

Learning Outcomes(LO's)
LIFE ORIENTATIONLO 1
HEALTH PROMOTIONThe learner will be able to make informed decisions regarding personal, community and environmental health.
Assessment Standards(ASs)
We know this when the learner:
1.1 describes sources of clean and unclean water and simple water purification methods;1.2 suggests and investigates actions to make the home and school environment healthier;1.4 identifies road signs relevant to pedestrians and explains their meaning..
emsLO 1
THE ECONOMIC CYCLEThe learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'.
Assessment Standards(ASs)
We know this when the learner:
1.5 expresses the importance and ways of saving and not wasting money and other resources such as water and electricity.
NATURAL SCIENCELO 1
SCIENTIFIC INVESTIGATIONSThe learner will be able to act confidently on curiosity about natural phenomena, and solve problems in scientific, technological and environmental contexts.
Assessment Standards(ASs)
We know this when the learner:
1.1 Plans: plans an investigation as part of a group;1.2 Does: participates in planned activity independently or as part of a group;1.3 Reviews: shows and explains what was intended and how it was done.
ARTS AND CULTURELO 4
EXPRESSING AND COMMUNICATINGThe learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.
<i>continued on next page</i>

Assessment Standards(ASs)
We know this when the learner:
4.3 Drama :uses puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings;4.6 Composite :talks about what the learner has seen and heard in own environment that has been of significance to self.

Table 4.13

4.5.9 Memorandum

- Our journeys can also take us into the countryside. This can bring us into contact with unclean water and the importance of clean water.
 - Stress the importance of water as a precious resource in our lives (especially in a country like South Africa where we often experience periods of drought) and that we need to save and not waste it. Discuss another resource that we often take for granted: electricity. These resources should be used with respect just as we need to save or use our money wisely.
 - Ask the learners to think of ways of saving water and electricity in their own homes. Remind them that in this way they are also saving money! (EMS 1.5).
-
- Let the learners try to think of a slogan or jingle to remind them not to waste, something like “An apple a day keeps the doctor away”. If they want others to always close the tap properly, they must try to find a rhyme with “tap” and “water” to make their friends close the tap, e.g. “Close it well, leave no drops to tell”, or in the case of switching off the lights, “Have you flipped a switch today?”
 - Explain that for some people the lack of water or running water is a serious issue. If this is a problem in your area, use the task described in the activity as your next assignment. If not, try to identify an environmental issue in your community, whether it be some traffic hazard, a pollution problem or something else that the learners are exposed to.
 - Let them have a group brain storming session about the factors causing or leading to this issue. Give each group a large sheet of paper so that they can list the causes. Then let them establish who is affected by the problem and suggest a solution.
 - They will therefore
-
1. identify an issue;
 2. list possible causes;
 3. find out who is affected;
 4. propose a solution.

(GEOG. 1.4; A&C 4 Composite).

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